

MULTICULTURAL ISSUES WITH SPECIAL
POPULATIONS IN RECREATION SETTINGS:
AN EXPLORATORY STUDY

by

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Abstract of Dissertation Presented to the Graduate School
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**MULTICULTURAL ISSUES WITH SPECIAL
POPULATIONS IN RECREATION SETTINGS:
AN EXPLORATORY STUDY**

By

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This study examined characteristics of multicultural recreation with special populations in recreation programs of various Florida based settings. These included public schools, community programs, veterans hospitals and public hospitals. Qualitative research methodology including questionnaires, interviews, and a case study was used to determine program characteristics and how these professional practitioners' perceptions of their multicultural competence and strategies for their programs and common obstacles faced by program leaders and practitioners as they attempt to develop and incorporate multicultural variables in their programs. Multicultural variables measured included the housing styles of African American, Asian American, Hispanic American and Native American populations and the perceived recreational habits of African American, Asian American, Hispanic American and Native American populations.

Interviews focused upon gaining a closer understanding of the multicultural complexities present in each program. Interviews were conducted in 148 practitioners. Responses were received from 113 practitioners. This constituted a return rate of 76.3%. Questionnaire data and interview responses were analyzed to investigate the appropriateness and applicability of multicultural learning styles and recreational choices to these programs as well as to reveal barriers to the implementation of various multicultural practices in these programs. Obstacles to implementation of multicultural, recreational best program practices identified by program managers included scheduling difficulties, the existence of practitioners unfamiliar with multicultural learning styles and recreational choices, dominant culture influences, and programming limitations stemming from these deficits under minimal levels of financial support. A case study was incorporated into the discussion that documented the efforts of one hospital-based therapeutic recreation program to incorporate multicultural learning variables and multicultural recreation activities in their program and the challenges faced by practitioners there. Several many of the barriers described by program managers and practitioners throughout the interviews.

Findings regarding the research taxonomy led to a series of recommendations that focused on the central role of the professional practitioner in multicultural program change initiatives. Recommendations included increasing shared decision making among recreation program stakeholders, offering development training in multicultural variables to all staff members and supporting implementation of interdisciplinary efforts to incorporate bilingual strategies with Limited English Proficiency patients. These results support the advocacy of improved utilization of multicultural networks and

increased development of partnerships with programs that increase the life span for special populations in order to share best professional practices and common program outcomes

CHAPTER 1 INTRODUCTION

Background and Context

Professionals involved in the education of special populations traditionally identified four major domains where learning has occurred. These were domestic skills, community versus skills, vocational skills and recreation/leisure skills (Finkelstein, Haring, & Lindsey, 1999).

Recreation/leisure skills have been one of the most neglected areas of curriculum research in special populations across the life span. Research has been discontinued for several decades (Kysela, & Alper, 1999). As a result, social facilitation/competence deficits emerged a higher concern in the needs of practitioners. Some professionals took the stance that recreation/leisure skills would be taught only if time permitted. Additionally, some individuals in the population had physical and mental difficulties in education assumed them to be unable to participate in a wide range of athletic activities that other students enjoyed.

Also, during those years when students in special education were primarily enrolled in separate schools and classes, there were few opportunities for them to be involved in recreation/leisure activities. Therefore, practitioners as educators had few opportunities to interact with these populations. The only significant exception to this was the Special Olympics program created by the Kennedy family in the 1960s (Kysela, 1999).

Recently there has been increased recognition of the importance of teaching special populations across the life span to participate in integrated, meaningful leisure activities at school, home and in the community. This consensus resulted from two factors (Fahay, 1999) (Staples et al., 1999). First, researchers established that individuals from special populations have learned and participated in functional and age appropriate recreational activities across the life span (Schlösser & Meyer, 1993) and second, it was found that there was value in teaching people with disabilities appropriate behaviors to replace inappropriate responses. Recreational leisure skills served as acceptable replacement behaviors.

Schlösser, Gross, and Meyer (1993) suggested that recreation leisure approaches implemented by practitioners had to be based on best professional practices. According to these best practices in integrated recreation since "founded on the belief that every individual has the best chance right to be fully included in typical recreational activities in the community or the least restrictive environment for recreation activities throughout the entire life span" (Schlösser, Gross & Meyer, 1993, p. 134).

Recreational activities in the community allowed people with disabilities opportunities for social interaction and the development of social skills. The authors identified several best professional practices. These practices included:

1. Individual needs assessments
2. Individual preference assessments
3. Activity selection guidelines
4. Cultural skill development
5. Environmental analysis
6. Adaptations
7. Ability awareness, consultation and friendship training
8. Co-operative grouping arrangements
9. Instructional instructional methods
10. Program evaluation (Schlösser, Gross, & Meyer, 1993)

They recommended that these practices should be implemented by recreation professionals as they worked with special populations across the life span. Typically, these practitioners were identified as early childhood special education teachers during the preschool years, adapted physical education teachers during the school years, and therapeutic recreationists after the transition to adulthood (Harvey & Robinson, 1996).

Therapeutic Recreation

Historically, therapeutic recreation was located in hospital recreation or as recreation for the ill and handicapped and tended to provide recreation or exercise-related services, for people with physical or mental disabilities in residential treatment settings. However, over time it broadened in scope and included individuals with a broader range of disabilities and incorporated the concept of equipping individuals with disabilities to live independently in the community (Kraus, 1994).

Multiculturalism

Increasingly, in the United States, larger proportions of our special populations have been identified from multicultural backgrounds. According to Banks (1995) people from multicultural backgrounds will become a majority of our population by 2025. Although some research has been conducted as to how professionals provided recreation skills to mainstream special populations, little work has been conducted about these approaches to clients in their special populations, from multicultural backgrounds.

Questions such as whether they have implemented multicultural responses or that recreation programs or whether they were aware of racial/ multicultural, language patterns or responses remain have not been significantly explored (Banks, 1995).

Salience of the Problem

The problem on which this study focused was the existence of a lack of a clear understanding by professionals working in recreation with special populations, of the perceptions and definitions of multicultural learning styles, recreational activities and appropriate recreational practices with these populations in school, home, community and recreational treatment settings in Florida. Furthermore, there were no studies that had determined significant barriers to the implementation of therapeutic recreation multicultural practices and strategies deemed appropriate and applicable in these settings by recreation professionals or program managers. A paucity of current information exists regarding the state of multicultural practices and applications in these settings. This questionnaire provided baseline data regarding multicultural recreational practices with special populations, and formed the basis for interviews with integral physical education teachers, early childhood special education teachers and therapeutic recreationists from schools, hospitals and community-based programs represented in the sample. The study was undertaken to explore and gain a clearer understanding of: (a) practitioners' perceptions of best professional practices in recreation with multicultural special populations, (b) perceived challenges to implementation of appropriate multicultural recreation strategies in school, hospital and community-based settings, and (c) practitioners' perceptions of multicultural learning styles. The research examined the extent to which implementation of multicultural recreation variables was being attempted, and documented factors that recreational professionals and program managers considered critical challenges to their successful implementation. The research questions were designed to assess professional practitioners' grasp of multicultural learning styles,

multicultural educational theories, implementation of these variables through field professional practices and shared perceptions about challenges to successful implementation of multicultural variables in their programs

Research Questions

To what extent do early childhood special education teachers, adapted physical education teachers and therapeutic recreationists understand the multicultural theories/practices embedded in special populations?

To what extent do early childhood special education teachers, adapted physical education teachers and therapeutic recreationists understand the multicultural educational theories and practices embedded in special populations?

To what extent do early childhood special education teachers, adapted physical education teachers and therapeutic recreationists implement their multicultural variables in their professional practices with special populations in recreation settings?

To what extent is there agreement among program managers in recreation settings with regard to the fundamental challenges to successful implementation of multicultural variables and practices in recreation programs involving special populations?

Rationale

This study was designed to examine the views of program managers and recreation practitioners working with multicultural participants in special populations in cultural, therapeutic, and community based programs in the state of Florida. Specifically the study focused descriptions of multicultural practices serving the Asian-American, Hispanic-American, Native-American and African-American populations. Learning styles are described in broad terms as field independent and field dependent. Specific

learning styles have been identified for each multicultural segment of the U.S. population. They apply broadly to members of these populations but not to all individuals. Multicultural educational choices among special populations and related practices utilizing multicultural variables by professionals and program managers working with special populations, focusing in all three cases on their relationship to best professional practices in multicultural educational practices with special populations.

The multicultural educational process in education includes the following: structural characteristics: an understanding of multicultural learning styles within United States found among Asian-American, Native-American, African-American and Hispanic-American populations; an understanding of multicultural educational choices in the United States found among Asian-American, Native-American, African-American and Hispanic-American populations; curriculum provisions for the implementation of best professional multicultural practices within special populations in education settings and a favorable institutional learning climate (Banks, 1993).

The extent of administrators or program managers were deemed relevant to increasing the likelihood of forging an institutional culture, whether in school, hospital or community based setting that would support best professional practices utilizing multicultural variables in these settings (Ford and Brown, 1998).

Folins and Hargreaves (1998) argued that "when leadership and school environments are particularly and persistently unsupportive, the success of teacher efforts will be less than lively or non-existent" (p. 34).

The questionnaire was an attempt to gain an understanding of current multicultural practices as perceived by program managers and professional practitioners

in the state of Florida. The research focused on individual program managers' and front-line professional practitioners' commitment to specific multicultural practices and specifically examined whether or not some or all of the goals of multicultural educational practices were shared by administrators and practitioners. Data collected were shared by administrators and practitioners. Data were collected regarding administrators' and practitioners' perceived strengths or weaknesses of their multicultural programs and factors in their improvement, with particular attention paid to staff development efforts in various school, hospital, and community-based programs. In this study, research leaders were asked questions about multicultural programs in their schools or institutions within the context of fundamental changes occurring in the relationship between education and race/ethnicity, education and economic development (Flores, 1997) and the disintegration of borders through the movement of multicultural populations and the significance of these borders in Europe and North America (Grosvenor, 1997).

Design of the Study

There were two main stages in the research process. The first stage designed a questionnaire regarding multicultural educational programs (multicultural and wrap-around programs) involving special populations used in several hospital, school and community-based programs in Florida. The questionnaire was implemented in order to determine aspects of these multicultural programs practices that had been implemented or were in the process of being implemented in various Florida programs. The questionnaire also sent a wider net, measuring demographic information and aspects of the programs that were not specifically related to the recommended best practices models. The questionnaire in the current study was sent to program managers and

professional practitioners in schools, hospitals and community-based programs in Florida. Questionnaires were mailed to a purposive sample of program managers or professional practitioners that were located in Florida programs.

The second stage of the research process involved interviewing personnel at various Veterans Hospitals, state residential facilities, school-based and community-based programs for a series of interviews and site visits. Adapted physical education practitioners were asked if they would be attending the annual state convention of their professional organization, the Florida Association of Physical Education, Health, Recreation and Dance (FAPHERD), Exceptional-Child Section, or the World-Congress and Exhibit on Disabilities (WCED), where interviews focusing on a more detailed examination of their recreation program could take place. The questionnaire data formed the basis for interview questions which were administered to available program managers and professional practitioners at this convention and at site-based facilities. The first interview interviews included 12 open-ended questions, and each participant was asked if he or she would be willing to answer further e-mail questions if necessary. Two school visits occurred which allowed for extended program manager and professional practitioner interviews, classroom visits, informal discussions with adapted physical education teachers and students and access to program schedules and school student rosters. Four similar visits were conducted at two Veterans Hospitals, a community hospital and a community-based program. In these facilities I interviewed therapeutic recreationists.

One of the hospital visits occurred over a two-day period, and was developed into a case study that included descriptions of both exemplary characteristics found in the

program being surveyed as well as strategies in successful multicultural programs listed by program managers and professional practitioners.

The survey data was analyzed using descriptive statistics such as frequency counts and percentages. Responses to open-ended questions included in the questionnaire and in the interview were discussed (Spradley, 1980) and thematically examined. The data led to the development of findings that included (a) a new set of recommendations for multicultural recreation programs with special populations in Florida; (b) an examination of themes and characteristics of multicultural recreation programs with special populations in Florida (hospital, school and community based programs); and (c) commonly cited challenges and barriers to implementation of multicultural programs and practices in recreation settings with special populations in Florida.

Significance of the Study

Many recreation programs working with special populations in Florida, are like a number of similar settings in the U.S., multicultural facilities, places where individuals maintain multi-cultural identities shaped by their ethnic and minority cultural experiences and traditions (Farrish & Schiller, 1994). As Banks (1995) suggested multicultural individuals can be considered a new Group in the U.S. who are now pushing to model new styles and developments of recreational choices and learning styles. These in turn can help to enrich the fabric of American life. Developing recreation programs, experiences that meet the needs and learning styles of these populations have profound implications for the development and success of recreation programs dedicated to meeting the needs of multicultural populations (Torpe, 1990).

This study was designed to inform professional practitioners of alternative provisions regarding recreation programs and to identify common obstacles and offer solutions and strategies for overcoming obstacles encountered by professionals in recreation settings. Furthermore, given the proliferation of recreation programs across the life span in Florida programs today, this study could provide alternative perspectives in findings that suggest that recreation programs are successful in meeting the needs of multicultural populations (Benge, 1998).

Limitations of the Study:

- 1) The questionnaire and the interview were limited in that it is possible that individuals surveyed were telling the researcher what they believed the researcher wanted to hear.
- 2) While stamped addressed return envelopes were enclosed in mailings to all survey participants, the request of returning the envelopes likely decreased the return rate of the questionnaires.
- 3) In some cases, questionnaires were completed by therapists, recreational, adapted physical education teachers and early childhood special education teachers, whose perspective may or may not be as comprehensive as that of the program manager. The researcher accepted opportunities to interview a variety of recreation program providers who may have had very different levels of understanding of multicultural components in recreation choices and funding styles and their relationships with disabled culture aspects.

- 4) Due to religious interest in conducting research with a pool of atypical participants, interviewees were selected based upon availability. Limited to only conducting the interviews at one location, self-selection was an issue. Interviewees may share similar characteristics with one another that may not be representative of professionals in the sample group who do not attend conferences such as FADPEU23, the National Therapeutic Recreation Society (NTRS) or the World Congress and Exhibit on Disabilities (WCED).
- 5) Another related issue is the John Henry effect, which in this case might have involved interview program professionals feeling the need to make their program appear as impressive as possible, which have led to attempts to disguise weaknesses of or otherwise defensive postures regarding their programs' institutional competencies.

Definition of Terms

For the purpose of this study, a clear understanding of the following terms was essential:

Cultural program focuses on the agreed-upon institutional beliefs and norms of recreation programs, stakeholders and the delineation of the ideas, communications and social order within recreation and school organizations (Turner, 1995).

Field-dependent learners like to work with others toward a common goal, are sensitive to feelings and opinions of others, are highly motivated when working with professionals, seek guidance and praise from professionals and express positive feelings for professionals (Feldhusen & Cross, 1998).

Field experience learners prefer to work independently, are competitive and prefer individual criticism, are self-motivated and demand to they master: learn from teachers to do task at hand, are independent learners like to try new tasks without teacher help and seek new social rewards (Kilback & Cohen 1994)

Multicultural Exchange Model is understood as a way that consists of three major components: 'an idea or concept that all students should have equal opportunities to learn regardless of race, ethnic, social class, or gender group to which they both belong. It is also an educational reform movement that attempts to reform schools in ways that give students equal opportunities to learn. Additionally, it is a continuing interpersonal communication process that is sensitive and open to the customs, traditions and feelings of individuals from multicultural backgrounds (Banks 1987)

Education program, disciplines, or professionals working in continuous programs with special populations are identified as early childhood special education teachers during the pre-school years, adapted physical education teachers during the school years and therapeutic professionals during the post-school or continuing phases of the life span.

Exchange management structure, or structural factors in programs, is identified rooted in rational systems theory. It is described as "an outline of the desired pattern of individual, organizational, and subgroups (such as students, managers, employees, and customers or clients)" (Bridges & Deal 1984, p. 44)

Extracurricular program with special populations is a program involving individuals with special needs across the life span. Programs are provided in pre-school, school and post-school years. They are designed to promote continuous enrichment program for all participants.

Organization of the Study

Chapter 2 will contain a review of literature relevant to the study. Chapter 3 focuses on methodology, including reliability and validity concerns, research procedures, data analysis techniques, and issues such as potential biases and generalizability. Chapter 4 will feature an analysis of the results of the questionnaire and the program interviews and a description of the findings. Chapter 5 summarizes the results in the form of a summary, relates the results to past research, makes a list of recommendations for practitioners, and recommends areas for further study.

CHAPTER 2 REVIEW OF THE RELATED LITERATURE

Introduction

The chapter contains a review of theory and research related to multicultural variables in recreation among special populations. The chapter is organized into three sections: (a) history, theory and research associated with recreation of special populations, (b) theory, research and professional practices associated with multicultural variables affecting recreation, and (c) summary.

History, Theory, and Research of Recreation with Special Populations

The purpose of this section is to (a) review the development of recreation programs with special populations, (b) describe the development of therapeutic recreation programs, and (c) discuss multicultural variables and issues affecting recreation that relate to this study.

Approaches to Recreation Programs with Special Populations

Three approaches to developing recreation programs with special populations have been described (Robinson & Green, 1982). These approaches focused on developing integrated, community-based programs for students with disabilities. They argued that whole recreation programs that served only students with disabilities were better than no programs at all. The provision of socially integrated programs were the most desired

Generic recreation programs encouraged a student with disabilities to achieve performance level among the individual age-appropriate activities that already existed in the community (Rynsick & Alpert, 1996).

Then, special education and general education professionals worked together and identified any discrepancies between the skill requirements and environmental constraints of the activity and the capabilities of the student. Finally, the educators developed and used strategies that accommodated student participation in the activity despite the skill deficits and environmental demands. Examples of such strategies were partial participation (i.e., the student participated in some but not all steps involved in the activity), adaptation of materials or equipment, peer tutoring, co-participation learning groups, or re-orientation of the way in which the activity was performed.

The implementation of generic recreation approaches had several advantages according to Scholten, Green, & Heyman (1983). They included the opportunity for social contact, satisfaction of general program goals shared within the community, and development of skills required for participation in age-appropriate recreation activities that many students without disabilities enjoyed. A major disadvantage was that the strategies that were designed to enable the student with disabilities to participate provided attention to his or her differences and produced negative attention from others.

A second approach to providing recreation programs for students was called *reverse mainstreaming*. Within this approach, adopted by some Special Olympics programs, educators made efforts to recruit students without disabilities to activities originally established for students with disabilities. First, they identified the needs and interests of students without disabilities relative to recreation activities. Then they made

modifications to the program to attract the interest of and maximize participation by individuals without disabilities.

Advantages of this approach included opportunities for social interactions and friendships. Students with disabilities stayed in the same programs as schools they had grown accustomed and in which they felt comfortable. However, Solheim, Green & Bryant (1993) noted several disadvantages to the reverse mainstream approach. Among those were the sporadic, rather than ongoing, nature of the program and the difficulty in attracting large numbers of students without disabilities into programs originally designed for those with disabilities.

The third approach is developing integrated community recreation programs for students with disabilities in the most recent era. It is known as *one mainstream*. Solheim & Green (1993) described it as an effort by special and general education professionals who collaborated by designing, developing and implementing new programs that attracted and served all students regardless of ability level. This was the most comprehensive of the three approaches that Solheim & Green (1993) described.

The *one-mainstream* approach required serving all students within one program. It avoided duplication of services when faced as dual service delivery systems and was therefore cost efficient. The need for this type of program is clearly seen as more and more students with disabilities were able to live, go to school and work in community-based settings (Horan & Kolman, 1996).

Development of Therapeutic Recreation Programs

Historically, the field was known either as "hospital recreation" or as "recreation for the ill and handicapped" (Krusa 1999) and tended to provide recreation to a specific

related services for individuals with physical or mental disabilities or diseases, in residential treatment settings. Over time, a broadened in scope and included those with a broader range of disabilities, and reinforced the purpose of engaging individuals with disabilities to live independently in community settings.

Recreation provided in a therapeutic perspective has been closely associated to other services or functions. Within this clinical approach to therapeutic recreation, these were carefully evaluated and treatment plans were developed that achieved specific objectives linked to the physical, emotional, social or cognitive skills that were needed for recovery or rehabilitation.

As Kraus (1994) observed,

"Viewing therapeutic recreation as a form of psycho-social rehabilitation provides the common ground underlying all rehabilitated therapy – whether in mental health or in physical medical and rehabilitation settings, which are the predominant areas in which recreation therapy is practiced. Regardless of the nature of the health condition requiring treatment, everyone struggling with an illness or disability must learn to cope and adapt, including dealing with such factors as the individual's self-perceptions and the demands on the environment that may contribute to poor self-esteem. They also involve issues associated with illness and disability, such as "learned helplessness," playing a "sick role" and excessive dependency, perceptions of being "different" from others and inability to recover from losses and grief."

The role of therapeutic recreation in helping people who were disabled grow skills of independent living related to activities and management, travel, shopping, attending public events and developing satisfying leisure pursuits and social lives was related to the field's second most reported function – assisting disabled persons who lived in a community setting. Hence, so-called special recreation programs were provided by community organizations like Special Olympics, the Easter Seal Society, and other groups that served specific populations like those with physical, mental or visual

disability or that provided recreation for diffusion-response of disabled persons. Overall their goal was to promote inclusion of such persons, as they participated in non-segregated-community recreation programs wherever possible.

Sullivan & Green, (1982) noted that programs of this kind were perceived as critical for persons with disabilities, because so many of these individuals did not work, they tended to have an unproductive amount of free time which was often spent in isolated and boring ways. When individuals with disabilities were given encouragement and opportunity they have achieved remarkable success in sports, outdoor pursuits, the creative arts and other leisure interests and in gaining the fullest degree of satisfaction and personal growth that they were capable of outside institutional treatment-oriented and community-based settings (Green, 1984).

The history and development of therapeutic recreation programs was the focus of this section. Therapeutic recreation programs were developed to meet the needs of a growing population of U.S. citizens with disabilities, and to support and assist the establishment and maintenance of recreation programs with special populations – with a goal of expanding recreation program development across the U.S. Therapeutic Recreation programs today are influenced by U.S. educational and multicultural practices to varying degrees. The national context in which these multicultural variables flourish is the subject of the following section.

Multicultural Variables and Issues

The impact of multicultural growth in our general population has been discussed extensively. The growth of multicultural segments in our special populations has exponentially expanded. The population changes that have occurred in the second half of

the 20th century are shown in the complex and varied range of multicultural violence

found in our ethnic schools and communities. As Crawford (1992) pointed out,

“Immigration to the United States has increased noticeably in recent years and most important, its source countries have changed. In 1965 Congress abolished the national origins quota system, a racially restrictive policy that long favored northeastern Europeans and mutually excluded Asians. As late as the 1950s Europe was still supplying more than half of all immigrants to the United States. By the 1980s the Third World was providing 85% of them and counting undocumented. These immigrants were far less familiar racially and culturally, and so more their speech.”

Expansion of indigenous ethnic minorities as well as immigrants has shown an increasing growth of minorities in the American general population. According to 1990 census data, between 1980 and 1990, the total U.S. population increased by 9.8%. Minority groups grew faster than whites, however. White growth equaled by 4.0% during the decade. In contrast to the African-American expanded by 13.3%, Native Americans (including Inuit and Alaska) by 33.8%, Asian and Pacific Islanders by 183.8%, Hispanic Americans by 53.0% and others by 45.1%. Increased immigration from Asia and Latin America as well as high fertility rates within these minorities were among the major reasons explaining the recent demographic shift. Of a U.S. population estimated at 268 million in the 1990 census, 36 million were African-Americans (13%), 22.4 million were Hispanic Americans (8%), 9.8 million were others (3.6%), 5.1 million were Asian Americans (2%) and 2 million were Native Americans (0.7%) (Barringer, 1994). Additionally, population figures show greater growth because as respondents fill out census forms, they are checking specific ethnic categories more accurately.

Banks (1995) explicitly characterized the changing demographic structure of the U.S. population and its impact on educational programs as we approached the 21st Century:

The percentage of people of color in the nation will continue to rise throughout the early decades of the new century. Indeed, the 1990 census revealed that one out of every four people who live in the United States is a person of color and that one out of every three people will be a person of color by the turn of the century. Likewise, the ethnic and racial makeup of the nation's classrooms is changing significantly. Students of color constitute a majority in twenty-five of the nation's largest school districts and in California, our most populous state with a population of thirty million people. Students of color will make up slightly more than half of the nation's school-age youth by 2000.

Characteristics of the general movement of the increasing multiculturalism of America's student population was the critical shortage of well-prepared professionals who could work effectively with the large and growing number of special populations from multicultural and multiracial backgrounds.

Educational research and policy has stressed that familiarity with multicultural learning styles and other variables must be a part of any professional's repertoire of skills who worked with these populations. Additionally, it has been stressed that education professionals must understand the specific learning styles of multicultural populations and their preferred instructional activities (Cajete, 1995).

Intercultural education, in such, is not a new concept. It is simply a fairly recent description for concepts that have existed since the 1950s when educators began writing about and studying others in intercultural education and ethnic studies. The movement during the first 20 years had an international focus with a goal in the Pacific movement. Some textbooks were written from an international perspective or context. Advocates urged teachers to make their disciplines more relevant to contemporary society by

focusing on issues. The objective was to make the dominant white, Anglo-Saxon Protestant culture known as WASPs more tolerant of first and second generation immigrants to better understand unity and social co-hesion (Martinez, 1996).

In the 1940s, desegregation was being implemented in the nation's schools. Concurrently, students of color were described as culturally deprived of the background needed to flourish in a school system dominated by the cultural framework of the majority group. Initiatives like Head Start, special education and compensatory education were developed to compensate for these factors. Accordingly, these classes were dominated by students of color, the economically disadvantaged and those with disabilities. By the 1970s these segments of the population were described as culturally different in color that is students claim that these children came from alternative subject but that their culture was not deficient. The objective of this trend was to teach exceptional and culturally different students to regulate the cultural patterns of mainstream society so that they could "fit into the mainstream of American society" (Garcia & Clark, 1988 p. 27).

The purpose of this section was to describe (1) the historical beginnings of multicultural and ethnic demographic factors that characterize the changing demographics of the U.S. population and (2) societal trends such as transnationalism and globalization which have played a role in defining the state of multicultural education programs in school and other institutional settings. The United States has changed in significant ways since the development of the first multicultural programs in U.S. and Florida schools. This study investigated demographic and demographic patterns and the development of multi-cultural education programs and multicultural learning styles and

the ways they are changing to meet the needs of multicultural special populations in various settings and of what these changes entailed.

Conclusion

The intersection between with special populations began to rise as the major domain in special education. Program development centered on the creation of systems that would provide maximum opportunities for special populations in school, community and licensed settings. The recreation program for populations with disabilities has recently been shown to address the special needs of these populations when systematically implemented in various settings.

Therapeutic recreation programs have become more numerous since World War II due to expanded government services and the increasing federal role in the development of programs for people with disabilities. U.S. therapeutic recreation and adapted physical education programs in the 1980s existed in a fundamentally different world than previous programs.

The increasing population of immigrants and multicultural ethnic groups has created pressure on students regarding social identity formation, thus, these students brought a rich to recreation programs that had not existed before.

Current multicultural research in recreation programs with special populations has only recently begun to examine the impact of multicultural learning styles and recreational choices from a systemic perspective. Garzantiuk's (1991) research explored the characteristics of multicultural influences on school programs. While past research in special education characterized characteristics and practices occurring in these programs, there were few, if any studies that explored the challenges and barriers to the

implementation of multicultural concepts in recreation programs with special populations and the social and cultural milieu in which these obstacles exist. Updating the State of Florida's multicultural program in recreation programs with special populations and offering detailed information about the implementation of goals, outcomes/practices and shared challenges to the successful interpretation of these factors among program managers and practitioners could inform practitioners throughout Florida special recreation program settings. Current educational research has tended not to look at recreation programs who struggle to incorporate the multicultural educational, cultural and learning needs of students from many backgrounds. This study treats Florida based adapted physical education programs and therapeutic recreation programs as potential models for the development of multicultural variables that will allow professionals working with these programs to meet the needs of special populations that reflects a world that is increasingly international and multicultural.

CHAPTER 3 METHODOLOGY

Introduction

This chapter includes a statement of the problem, research questions, and a description of the participants and procedures to be utilized in the study. Information concerning the instruments, data collection, and data analysis are presented. A discussion of issues related to reliability, validity and generalizability are included as well as a discussion of biases and personal qualifications that the researcher brings to the study.

Statement of the Problem

The problem on which this study focused was the existence of a lack of a clear understanding by professionals working in recreation with special populations, of the perceptions and definitions of multicultural learning styles, recreational choices and appropriate recreational practices with these populations in school, home, community and recreational settings in Florida. Furthermore, there were no studies that had documented significant barriers to the implementation of therapeutic recreation multicultural practices and strategies deemed appropriate and applicable to these settings by recreation professionals or program managers. This exploratory study was designed to investigate recreation providers and program managers' perceptions of exemplary multicultural practices and practices in recreation settings in Florida-based programs and to discover shared challenges to their efforts to implement such practices in their

programs. Quantitative interviews, and case study methodology were utilized to gain a better understanding of (a) practitioners' perceptions of best professional practices in connection with multicultural special populations, (b) perceived challenges to implementation of appropriate multicultural retention strategies in school, hospital and community-based settings; and (c) practitioners' perceptions of multicultural learning styles.

This research examined the extent to which implementation of multicultural retention variables was being attempted, and documented factors that practitioners, professionals and program managers considered critical challenges to their successful implementation. Throughout the interviews, questions revolved both on the extent of practitioners' understanding of multicultural learning styles and retention efforts and the extent to which these variables were important to and implementable in retention programs with special populations in Florida, and whether or not there existed retention programs with special populations in Florida, and whether or not there existed retention programs with special populations in these programs working with special populations.

Multicultural learning styles for Asian American, Hispanic American, Native American and African American segments of the population have been identified. They have been described in broad terms as either field independent or field dependent learners. Specific learning styles and behaviors are also described for each segment.

Learning style refers to an individual's natural, habitual and preferred way of absorbing, processing, and retaining new information and skills. While learning styles are considered to be learned characteristics influencing the intake and understanding of

information, learning strategies are those mental skills which may be used consciously to improve learning.

Learning styles are generally stable. Cognitive learning styles include field independent and field-dependent categories. Field independent learners learn more easily using facts and processing in steps (see the forest, not the trees). Field-dependent learners learn more effectively in a holistic, intuitive manner and are especially sensitive to context and human relationships and interactions (see the forest, not the trees) (Gillies 1992).

Asian-Americans are likely to be field-independent learners, who are group-oriented, value success because of high performance expectations of parents and teachers and often exhibit receptivity and looking directly at a professional when being addressed (Gillies & Chan 1994).

African-Americans tend to have a fairly consistent change of focus and interest, are field-dependent learners, tend to value the more social when work with a teacher, encourage frequently, prefer personalized learning approaches and are more active, motivated and persistent in communication processes (Fisher 1994).

Native-Americans tend to be field-independent learners, often learn best through closely observing while do tasks, prefer group-oriented to individual learning, and demanding but highly personalized instruction, ask questions less than mainstream students and receive less praise from professionals than mainstream students (Gillies & Chan 1994).

Hispanic-Americans tend to be field-dependent learners, group-oriented, prefer personalized learning situations, as their cultures are not regarded to be information

groups and are valued spontaneously; however, less time is devoted and consequently less praise from professionals than in occupational therapy (Gilliland & Chinn, 1994). While these descriptions of learning styles apply broadly across these populations it must also be remembered they do not apply to all individuals within these populations.

Professional practitioners must be aware that there are exceptions to these patterns in all populations and should individualize their approaches to clients who are exceptions (Gilliland & Chinn, 1994).

Multicultural occupational performance and practice also vary from mainstream populations for Hispanic-American, Native American, Asian American, and African-American.

Native Americans tend to prefer outdoor recreational skills in hunting, fishing, woodcraft and forest survival skills. They also enjoy traditional folk arts such as pottery-making and ritual dances in large pow-wows. Team sports such as basketball, baseball and volleyball are preferred to football (Pargner & McManough, 1997).

Hispanic Americans tend to enjoy baseball, basketball, and boxing. Homecoming events and routines also hold great value. Latin dance and music and events related to cultural festivals are highly prized. Family and group activities are preferred to solo pursuits (Adams, 1987).

Asian Americans tend to enjoy things like martial arts and exercise systems like yoga. Bowls and tennis are favorite sports. Gambling and games of chance are also enjoyed (Chen, 1991).

African Americans tend to enjoy all forms of ball-playing, soccer, and dance and gambling and games of chance. Also strongly preferred are group activities closely

related to home, family and church such as parenting and her/his own. Leaders, parents and churches tend to receive stable over time (Dwyer & Gellman, 1993).

Research Questions

The research questions addressed in this study were the following:

- (1) To what extent do recreation professionals with special populations i.e. early childhood special education teachers, adapted physical education teachers and therapeutic recreation specialists understand the multicultural learning styles exhibited by special populations?
- (2) To what extent do recreation professionals with special populations i.e. early childhood special education teachers, adapted physical education teachers and therapeutic recreation specialists understand the multicultural recreational choices and preferences found in special populations?
- (3) To what extent do recreation professionals with special populations i.e. early childhood special education teachers, adapted physical education teachers and therapeutic recreation specialists understand what cultural variables in their professional practice with special populations in recreation settings?
- (4) To what extent is there agreement among program managers in recreation settings with regard to the fundamental challenge to successful implementation of multicultural variables and practices in recreation programs involving special populations?

The goal of the research was to gain a closer understanding of what recreation program managers and practitioners believed to be important parts of multicultural programs with special populations in recreation settings.

Participants

The population for this study included a purposive sample of early childhood special education teachers, adapted physical education teachers and therapist assistants from 18 schools, 12 hospitals and 18 therapist assistant programs in Florida. The schools and hospitals selected were those those identified by Florida State agencies as the Federal Bureau of Investigation as having adopted physical education teachers as therapist assistants on site. Additionally, seven Florida public schools using early childhood special education teachers were randomly selected across Florida through contacting superintendent-superintendents in various county school systems.

Interviews took place with program managers from the same population that responded to the questionnaire. Some interviews were conducted at the 1996 State conference of the Florida Association of Physical Education, Health, Recreation, and Dance (FAPEHRD), and the World Congress and Exhibit on Disabilities (WCED). Other interviews took place on site at two Veterans' Hospitals, a community hospital and three community-based programs. The researcher completed 11 interviews with individual participants from the 45 Florida-based programs sampled in the questionnaire. **Exclusion:**

The researcher sent an anonymous questionnaire and an introductory letter to 45 programs located in Florida. The questionnaire was accompanied by a consent form that was signed and returned to the researcher with the completed survey. The introductory letter requested permission to conduct face-to-face interviews at times and places as he determined. A self-addressed, stamped envelope, as well as a stamped, addressed post card, were included in each packet of materials to encourage return. Nonrespondents

was structured through a second round of correspondence with the goal of achieving a 10% return rate.

The questionnaire results were used to develop interview questions directed toward program managers who were from the same state as which questionnaires were sent. In some but not all cases the same program manager completed both the questionnaire and the interview. The interviews lasted approximately 30 minutes.

Interpretation

The survey consisted of 40 items. While some of the questions requested program-wide multicultural involvement data, most of the questions requested information regarding characteristics of the program's multicultural practices. Many of the questions required that respondents place a check by the response that most closely described the educational policy at the respondent's program. At the end of the questionnaire, was a question determining whether or not the respondent would be attending the FAHPED conference or the WCEP conference where some research interviews had been planned.

Data Collection

The Survey

The first stage of the research entailed the development of a survey of multicultural variables and programs that were recommended by researchers as appropriate to these programs. The first data-collection activity for the dissertation was a preparation for extended interviews that would be conducted at various sites in Florida, including the FAHPED conference and the WCEP conference in Auburn, Georgia. The questionnaire included a section requesting demographic information along with sections that focused on characteristics of multicultural learning styles, resources chosen and

programs available at their sites. Survey respondents were asked if they would be attending the FAHPEDD (Florida Association of Physical Education, Health, Recreation, and Dance, Exceptional Child Section) conference where on-site interviews were planned or if they would be available for on-site interviews as needed. The organizers of FAHPEDD offered lists of registered conference participants and each participant from schools that were sent surveys received a letter describing the research and requesting their participation in an interview.

The Interviews

The questionnaire data formed the basis for a set of interview questions which were administered to available practitioners and program managers at the FAHPEDD conference in Orlando, Florida from October 17 to October 18, 2000; the WCED conference in Atlanta, Georgia from November 18 to November 19, 2000; and at various sites in Florida. The interviews included 18 open-ended questions. Notes were written by the researcher at the end of the interview. The participants were asked to confirm aspects of the questionnaire previously sent to their programs and to expand on certain responses and describe specific aspects of the recreation programs at their sites. The questions focused on details about their perceptions of multicultural learning styles and motivational climates; descriptions of their recreational classes, descriptions of their recreation programs, descriptions of their multicultural populations, perceptions of other multicultural program practices, and barriers to implementation of aspects of best professional practices in their recreation programs.

Case Study

The research process included not the chain in which case study methodology was utilized. Case study has been defined as "a detailed examination of one setting, or one single subject or one single happening of incidents, or one particular event" (Dugher & Bollen, 1982, p. 38). Through spending time in one site, adequate attention can be given to multicultural context or one intervention program as well as the process of implementation of multicultural variables and processes.

Qualitative Methodology

On receiving the data from the questionnaire, the process of transcribing and analyzing data began and continued throughout the research process (Spradley, 1990). Survey data was transcribed both in order to answer specific questions about components of multicultural variables in retention programs and to direct questions for subsequent in-depth activities. Throughout the study, hypotheses were examined and updated through repeated testing via the interviews. Throughout the study, data analysis guided the next data collection phase (Dugher & Bollen, 1982).

Weber (1987) recommended beginning interviews with a very general question that related to identifying key themes that occurred in respondents' daily work lives. We've believed that by asking respondents to describe events of their daily lives and contexts, the researcher may discover topics that the interviewee can probe for further elaboration. The interview protocol included 18 questions, some of which derived from the researcher's questionnaire described above. The interview script included potential follow-up questions that would be asked if deemed appropriate by the researcher.

During all interviews, notes were taken and later transcribed by the researcher. Interviewees were selected from a pool of program managers and practitioners who were seen as experts. The multidimensionality of who was interviewed were a willingness on the part of the professional and the availability of the professional. On-site interviews took place at five locations where a one-day visit occurred. Through conducting 23 interviews over a 4-month period from October 13, 2008 to January 26, 2009 the variety of perspectives offered the researcher data with which to compare and contrast the myriad multicultural practices employed by practitioners and program managers at various Florida sites, and interviewees for each practice.

Survey data, interview data, notes from five-day visits, and reflective journal entries were utilized for this study. The researcher also received documents from some program managers and from some interviewees. Documents included program schedules, mission, program philosophy and parent newsletters.

The survey data, face-to-face interviews, and site visits led to an updated set of recommendations for multicultural practices in intervention programs for special populations at Florida-based programs, and a discussion regarding barriers to implementation of multicultural practices in these programs as perceived by program managers and practitioners in these programs. In the following sections, data analysis strategies are delineated.

Data Analysis

The research used descriptive statistics such as frequency, rates and percentages to analyze questionnaire data. Through the determination of percentages, frequency counts and other descriptive statistical measures, the data were analyzed to gain a clearer

understanding of the extent of recreation program practitioners' and managers' engagement in multicultural variables and issues that together form the multicultural best professional practices in recreation programs with special populations in Florida. The questionnaire results were analyzed along with data obtained through interviews and case study to develop a set of recommendations for program managers and recreation professionals of color in Florida.

Different types of research require different types of data analysis (Bryman, 1987).

The researcher utilized Spradley's (1980) analytical model to analyze interview data.

Spradley's model involves the identification of patterns through domain analysis, taxonomic analysis, componential analysis, and theory analysis. Domain analysis and taxonomic analysis were the two main data analysis techniques employed by the researcher.

Analysis of ethnographic data – through either participant-observation or the interview – begins somewhat early after the initial data collection, and continues to inform subsequent data collection efforts. Spradley defines analysis as “the systematic examination of something to determine its parts, the relationship among parts, and their relationship to the whole. Analysis is a search for patterns” (p. 83). In domain analysis, informants are analyzed in order to develop domains, or categories, of meaning. Domains, according to Spradley (1980), often include “folk terms” (p. 90) or a cultural score. Sometimes they are identified directly by the informant(s), while at other times they remain unidentified within the data. In each case, it is up to the researcher to develop analytical terms (Spradley, 1980).

While domains are being created, only identified and isolated throughout the data collection and data analysis process, researcher may be involved "in search of the way cultural domains are organized" (Sproule, 1998, p. 37). The taxonomy reveals relationships among domains, and patterns of understanding that evolved from one set of domains to others.

Comparational analysis led to the development of a paradigm that included cultural categories and the extent to which these were easy and accurate within and across cultural settings. Thematic analysis is the last stage of Sproule's framework, and asks the researcher to identify domains that define relationships among domains and that link them to the culture being examined (Sproule, 1998, pp. 37-44).

The researcher utilized this process to analyze responses to the four open-ended items that were included on the questionnaire as well as responses to the 10 interview questions. The development of a research taxonomy was particularly important given the complex nature of recreation programs with special populations in various U.S. state settings. The relationship of structure and culture in both multicultural components of recreation program structure and multicultural recreation practice was complex, and Sproule's methods allowed the researcher to develop domains—and later a taxonomy—that helped analyze and synthesize the complex relationships among domains.

Methodological Issues

Journal entries were written in order to continuously document thoughts related to data collection efforts, and to carefully reflect on various aspects of the research process. According to Emerson, Fritz and Shaw (1993), such writings often facilitate discoveries that are not likely to occur otherwise. Emerson, Fritz and Shaw (1993) claimed a

reflective focus on methodological considerations, stating that “what the ethnographer finds is not inherently controlled within the field itself . . . they should comprise an important part of written field notes” (p. 117). By including methodological concerns in journals, the researcher was more likely to remove errors of bias, or have questions might be asked in a way that opened him toward improvement.

Reliability

Reliability is synonymous with consistency, or more particularly, consistency of a research instrument (Kaschak and Olson, 1987). Reliability within the qualitative research paradigm has been defined as the extent to which the researcher's findings correlate with the shared understandings of individuals within the social setting being examined. Researchers can avoid measure unreliability by confirming provisional hypotheses with participants (De Souza & Goss, 1982). This process of confirming provisional hypotheses was employed throughout the interview data collection process and particularly in the case study phase of the research when a version of the case study was returned to the participant for comments and revisions.

Kirk and Miller (1986) describe three types of reliability issues for qualitative researchers. Quantic reliability involves the extent to which one receives varying responses across a population, allowing the researcher to the possibility that is only giving a pretty face, and not ask alternative questions. Synchronic reliability focuses on differences in data-gained at a specific time. Kirk and Miller use the term to call attention to multiple analyses in a social setting. Diachronic reliability measures the consistency of data over a period of time. Kirk and Miller stress here that any very careful studies of one setting that lead to different descriptions of social reality should not

be considered right or wrong but perhaps two different portions of a social reality. The qualitative researcher must constantly remind herself that the search is not for truth but multiple interpretations of reality (Boserup, Korte, & Shaw, 1995). Each type of reality described by Kirk and Miller becomes the researcher's admission to multiple possibilities and the richness of the social world from which the data is pulled out. The researcher remained sensitive to spurious, synchronic, and diachronic reliability issues, paying particular attention to "post-hoc"-type responses and differences between survey and interview data, remembering that each setting is unique and different from other programs's cultures.

Validity

Validity in qualitative research literature, according to Kirk and Miller (1996) repeated hypothesis testing, is the extent to which the researcher consistently measures and records the data both from and with members of the population being studied. This study included opportunities for participants and program managers to examine and comment on descriptions of multicultural practices in their recruitment programs, as well as opportunities for them to add to survey data through interview data.

Validity also involves efforts to include multiple perspectives in one's research. Validity can also be established through the triangulation of data (Mathison, 1993) or collection of data from multiple sources. Triangulation occurred in the proposed study through the examination of interview data, survey data, and documents from various programs about such topics as multicultural philosophy, programs, practices and multicultural opportunities. The validity of the case study included in the dissertation was achieved through triangulation of data within the context of the research site.

Generalizability

Qualitative researchers tend to be less concerned about whether or not their findings are generalizable across certain populations but more concerned with the question "To which other settings and subjects are they generalizable?" (Stephen A. Ballou, 1983, p. 40). Evaluation program managers and practitioners are asked to reflect on whether or not the data helps them to better understand their own circumstances. Stake (1995) speaks of naturalistic studies that offer the reader an understanding of the complexity and consistency of individual situations. It was one research goal that the unique character of correction programs with special populations in Florida was explored through the development of shared patterns of multicultural practices and shared barriers to multicultural program implementation that not across such settings. It was intended that the program managers and practitioners who faced similar types of challenges in their programs would judge the discussion more generalizable to their particular contexts and that the study might inform practice and decision-making efforts within their specific contexts.

Researcher Qualifications and Biases

Biases

Wilson (1986) argued for the importance of conducting a study for which one cares for the individuals whom who is studying. While this researcher was not engaged in participant-observation, he attended a conference from which the interview sample was drawn. The interviewer was aware of the potential for interviewer bias when surveying those with whom conversations had previously occurred.

It is also noteworthy that throughout the research the effectiveness of multicultural programs was seldom questioned. The current research is based on a set of biases, namely that components of multicultural programs and variables are believed to contribute if implemented in concert with one another, how multicultural programs with special populations in recreation settings.

Qualifications

Since the researcher in the statement is qualitative research (Kremer, 1981) those who conduct qualitative inquiry should be explicit about their qualifications and biases. The following list offers a set of personal experiences that highlight the researcher's ability to have engaged in this study.

1. The researcher taught in international settings in Europe and Korea as well as locations in Florida. The experience in multicultural and transnational contexts in regular elementary education, adult education and higher education has been an ability to view schools and other recreation program settings and cultures from a variety of perspectives.
2. The researcher was a member of juvenile school classes that performed internships at therapeutic recreation sites in Alachua County, Florida. This experience was a critical opportunity to observe and work with experienced therapeutic recreationists, educational scholars and program managers, an invaluable apprenticeship in therapeutic recreation sites with special populations.
3. The researcher has completed qualitative methods courses at the University of Florida, completed research experiences beyond what are

*required of students who plan to undertake a qualitatively-based
dissertation research*

This combination of research experiences, coursework, and personal experience
in a special education have served as sufficient preparation for the conducting of
research-activities about multicultural special populations in Florida educational
programs settings.

CHAPTER 4 RESULTS AND DISCUSSION

Introduction

This chapter contains a discussion of findings which address the problem and the research questions. Data were collected through the use of questionnaires and interviews with executive project managers and practitioners in Florida settings. The data were coded, which allowed for document collection, observations and field notes, and semi-structured interviews which amplified evidence drawn from the survey data. The chapter includes a case study of one veteran hospital's recreation program which provides insight into a number of the issues raised during analysis of the data.

Statement of the Problem

The problem on which this study focused was the existence of a lack of a clear understanding by professionals working in recreation with special populations, of the perceptions and definitions of multicultural learning styles, recreational choices and appropriate recreational practices with these populations in school, home, community and residential treatment settings in Florida. Furthermore, there were no studies that had determined significant barriers to the implementation of therapeutic recreation multicultural practices and strategies deemed appropriate and applicable in these settings by recreation professionals or program managers. A paucity of current information exists regarding the use of multicultural practices and applications in these settings. This questionnaire provided baseline data regarding multicultural recreational practices

with special populations, and formalized their use. Moreover with adapted physical education teachers, early childhood special education teachers and therapeutic recreationists from schools, hospitals and community-based programs represented in the sample. The study was undertaken to explore and gain a deeper understanding of: (i) practitioners' perceptions of best professional practices in connection with multicultural special populations, (ii) perceived challenges to implementation of appropriate multicultural recreation strategies in school, hospital and community-based settings; and (iii) practitioners' perceptions of multicultural learning styles. The research examined the extent to which implementation of multicultural recreation variables was being attempted, and documented factors that recreational professionals and program managers considered central challenges to their successful implementation. The research questions were designed to assess professional practitioners' grasp of multicultural learning styles, multicultural recreation choices, implementation of these variables through best professional practices and shared perceptions about challenges to successful implementation of multicultural variables in their programs.

Research Questions

To what extent do early childhood special education teachers, adapted physical education teachers and therapeutic recreationists understand the multicultural learning styles exhibited in special populations?

To what extent do early childhood special education teachers, adapted physical education teachers and therapeutic recreationists understand the multicultural recreational choices and professionals exhibited in special populations?

To what extent do on-line, childless special education teachers, adapted physical education teachers and therapists/therapist assistants implement their multicultural realities in their professional practices with special populations in recreational settings?

To what extent is there agreement among program managers in recreational settings with regard to the fundamental challenges to successful implementation of multicultural variables and practices in recreation programs involving special populations?

Discussion of Findings

The manner use of the data in this chapter begins with a report of demographic information and moves to an examination of the data relevant to each of the four research questions. Findings include information gained through tabulations and analysis of data from the questionnaire and through the process of transcribing, denoting, and analyzing information from the face-to-face interviews. The results of the denoting analysis of both interview and narrative questions from questionnaires provide a framework for examination of Florida-based recreational programs with special populations. The chapter ends with an analysis of data collected at one venue's hospital in Florida which highlights a number of the challenges faced by recreation program managers and practitioners as they integrate effective and cultural components in recreation programs with special populations.

While the primary focus of the study was related to examining characteristics of multicultural efforts in Florida-based programs, it was sometimes difficult to distinguish between program manager comments that focused specifically on multicultural variables and more general comments regarding their recreation programs. The ambiguity with which some program managers answered questions regarding the status

of the implementation of multicultural variables in their programs suggested a lack of clarity on the part of these managers as to what specifically constituted successful best practices with multicultural variables. Mollan and Whiggan's (1992) study suggested that respondents struggled with the complexities of multicultural variables that were provided in the American multicultural education tradition. During the investigation, the focus of the current study spanned not only implementation of multicultural learning and instructional design variables but also implementation of what each program manager perceived to be exemplary instruction program practices with special populations. Respondents were prompted to define their own version of exemplary instruction program practices. In many cases, their definitions were guided by traditional American definitions of exemplary instruction program practices with special populations even when they were not, however, the practitioners' versions of exemplary instruction programs for multicultural special populations included many of the fundamental tenets of multicultural program concepts. Furthermore, the rapid and often non-onset of change in programs with multicultural populations needed to be correctly accounted for when examining instruction program stakeholders' efforts to more properly multicultural variables in exemplary instruction programs with special populations.

Description of Data Collection

Surveys were sent to 182 special instruction program practitioners and managers in Florida sites. Additionally the surveys were discussed at two conferences, the annual state conference of the Florida Association of Physical Education, Health, Recreation and Dance (FLAPHERD) in Orlando, Florida and the World Congress and Exhibit on Disabilities (WCOD) which took place between October 12 and November 14, 2000.

Program managers and practitioners at various sites received requests to schedule face-to-face interviews at their locations. The sites were selected from participants after they responded favorable. Revisions interviews were secured with participants at about 6 sites.

Of the 148 surveys that were distributed, responses were received from 113 respondents, a return rate of 46.7% (see Table 4-1). Additionally, 24 of the respondents indicated they were program managers. They constituted 21% of the total respondents. Revisions interviews were secured with participants at 6 sites; thus, interviews with program managers and practitioners constituted 14.1% of the total number of respondents.

Six program sites were visited by the researcher between November, 2002 and January, 2003. Interviews with program managers and professional practitioners occurred during these visits.

Table 4-1. Comparison of Extension Professional Survey Distribution and Responses

Profession	Surveys Distributed	Surveys Returned	Percentage Returned
Early childhood special education teacher	42	28	37%
Adapted physical education teacher	44	40	47%
Therapist/practitioner	62	45	72%
Total	148	113	46.37%

Scope of Program Enrollment

Professional practitioners and program managers were asked to state their current program enrollment. 75% of the programs participating in the descriptive research included 500 or fewer clients. Three of the sites had much larger than most of the others, with populations of over 1,000 participants.

Overall, the data offered a window to an organizational structure that delineated among the needs of pre-school, school-age and post-school populations. There was agreement, however, that despite the tendency to believe that the implementation of multicultural practices was less important in smaller settings, among some practitioners, the multicultural concepts were appropriate with all populations. One early childhood special educator explained the following:

Theoretically the implementation of multicultural practices has a lot of things that are appropriate for our program, the rest of our program [approximately 80-early childhood students]. On the other hand, our training in these learning styles and assessment [performance] needs to be improved upon and expanded. We could be talking about a more structured program. Do we incorporate these assessment choices or do we take account of these learning styles? No, we are overwhelmed with meeting assessment requirements. Our implementation of these things could be improved.

The special educator quoted above highly lauded the appropriateness of incorporating multicultural examples in special recreation programs and the challenges presented in implementation of these multicultural variables within a program that had so many other demands placed upon it.

Development of a Multicultural Component Identity in a Recreation Program

This section of the chapter examines the extent to which program managers reported the existence of a multicultural component and an identification feature in their recreation programs with special populations in Florida-based programs. The issue of a

multicultural component already reported from the whole program identity as these special activities programs was judged by many program managers to be a significant indicator of the success of implementing multicultural variables in a recreation program working with special populations.

All responses (interviews) responded in length to the question of whether or not a multicultural component identity existed in their program. One participant responded,

Mostly? It depends who you ask. " Another answered, " I think so. I think I don't feel that the multicultural component has a real strong identity. There are celebrations like Cinco de Mayo and observances like Black History Month and Hispanic Week. But our multicultural group is small and gets mixed up in the total program. Twelve respondents indicated that a multicultural component identity did exist or described the development of a multicultural component identity as a work-in-progress. Those who responded affirmatively offered a variety of reasons for their choice.

I don't know how to describe it but it does have an identity of its own.

You definitely see identity of our own. We clearly label multicultural issues in our program.

Quite clearly. There is a strong sense of multicultural component being a program within the program. We have so many visitors that are of Asian (Filipino the majority) or Hispanic or African American backgrounds. We talk about multicultural components in ways and in language that is distinct from the language we use when we talk about the general program. Ethnic visitors understand that they are multiculturally different.

Two of the responses focused upon defining the multicultural component identity through what it was not rather than by what it was.

We are not the majority. Although it's all one recreation program and with the same recreation therapist, the recreation program is very different.

You see, we do generally because of what we are not. We are clearly Filipino and black, from different cultures. We like to do things on groups more and being able to pursue stuff that ties into our cultural identity, we have great enthusiasm for what we find interesting in our heritage.

Program managers also maintained a number of specific strategies and activities that fostered development of a multicultural component identity. Introduction of new services to other participants from similar cultural backgrounds was cited as a key method for introducing new program participants into multicultural aspects of their recreation programs. Celebrations of multicultural festivals and holidays were most cited by five program managers as a way to foster identity. Three program managers highlighted multicultural recreational classes as key factors in reinforcing a multicultural identity, while two other program managers focused on ethnic multicultural self-identity groups.

In some instances, respondents' claims that a multicultural component identity did not exist in their program did not mean that they had not implemented aspects characteristic of a multicultural component. One program manager did not believe that multicultural components played a major influence in his professional practice – claiming that it was “generally understood, an necessary inherent.” Yet his program did celebrate African, American and Hispanic holidays and celebrations.

Two of the program managers were firm believers in multicultural needs and their recreation programs with special populations. They maintained that their programs were in the process of implementing multicultural variables. Their views were somewhat inspired by the unique medical histories and status of the hospitals in which their programs resided.

Discussion of Research Question One

To what extent do early childhood special education teachers, adapted physical education teachers and therapeutic recreationists understand the multicultural learning styles exhibited in special people's texts?

The purpose of this study was to survey program managers and practitioners in Florida-based recreation programs with special populations about their recreation programs. A number of the items on the questionnaire and the interview protocol either directly or indirectly investigated whether or not the survey respondents indicated that the development of multicultural variables was an appropriate component for their programs.

Based on practitioners' responses to questionnaire and interviews, it became clear that there was no such thing as a typical multicultural component in recreation programs with special populations. One program manager explained that "Across Florida, each state's hospital system has programs that stem from hospital in hospital due to organizational and management structure and philosophy." Within each program, there also existed different populations as defined by the multicultural identities of practitioners, clients and family members, practitioners' educational backgrounds, and the extent of multicultural training that practitioners and program managers had received. Evidence for the relevance of developing multicultural variables came from both questionnaire data that primarily focused on institutional process, and interview data that primarily focused on understanding multicultural learning styles and educational choices shared within and level of shared understanding of multicultural variables throughout the program.

Was the Multicultural Learning Styles Concept Understood?

The appropriateness of exploring or understanding of multicultural learning styles in treatment programs with special populations was directly related to the level of topic naming that program managers had about multicultural variables. One of the most questions asked of program managers focused on their shared understanding of multicultural learning styles. The responses tended to sort themselves into three modes of understanding. Three of the 28 program managers who chose to address this question believed that their treatment practitioners had developed a working knowledge of multicultural learning styles. Three of the program managers asked partial knowledge, explaining that some forms of multicultural or service learning were occurring in their programs. Then, 6 of the 14 program administrators questioned judged that members of their staff had a full to partial understanding of multicultural learning styles. Eighteen of the program managers indicated that multicultural learning styles were not well-understood by their practitioners. The results are examined in greater detail in the following section.

Level of Understanding of Multicultural Learning Styles

Three of the program managers believed that their practitioners had a firm grasp on multicultural learning styles, offering a variety of reasons for the high level of understanding:

I think it is quite well understood. Many of our students are Hispanic or African American. They have been working with multicultural populations for a long time.

I think that it is well understood because we've made an effort to go and keep up with research changes. We've had to discuss training about multicultural education for students.

I think it's reasonably understood. Teachers have to be careful in multicultural education because of the Florida Censorship Doctrine. The teachers certainly understood the need for multicultural training and that children from other cultures learn differently.

Our program manager defended us the implementation of multicultural variables was comfortable with the level of understanding of some of her practitioners, but she wondered what would be possible if selected physical education teachers were specifically trained in multicultural learning styles.

The staff is typically American, but we don't have a lot of them trained in multicultural learning styles. Their training has been mainstream dealing with kids from the Anglo culture. But I think because of our own discomfort and some of the readings that they do – they understand the process and the purpose of it. However, if we could replace them with people trained in multicultural variables, it would go way beyond where it is.

These comments touch upon issues that become major thematic areas of the study. The nationality of the staff, in-service training variables, and the extent/content nature of enrichment programs with special populations were all characteristics of participating programs that were explored through the interviews.

Program managers who claimed partial understanding often expressed a belief that the development and implementation of multicultural variables is a process, and that their programs or schools were in at least the beginning of that process. These administrators' descriptions of partial understanding of multicultural learning styles are included below.

We do now have some in-service programmed. Our understanding is a long way from perfect, but it's a start.

A few features we understood very well. But others, for example, field dependent and field independent, we have a very limited understanding of. The group learning performance, we have quite a good understanding.

I would think that the concept of multicultural learning styles is known by about 80% of our staff. Probably 30-40% actually practice it. Many of the staff have dominant culture attitudes and don't see understanding multicultural learning styles as collaborative efforts or having a lot of value.

The final quote above highlighted the disparity among practitioners'

understanding and willingness to work together. A number of program managers lamented their program staff's limited understanding of multicultural learning styles and pressed institutions by some Florida universities and state agencies for their efforts to inform professional staff about multicultural variables in professional training and practice in Florida.

The multicultural learning styles concept is partially understood mostly because it is still developing at the school. It's hard to develop it when we are far from understanding a number of things already in place.

I think most are beginning to understand these styles. The good thing about institutions is that we get speakers about all these issues. It gives us a good opportunity to look at what is going on because we don't get many new staff trained in these things. Our staff have been there for a long time.

Professional staff training through in-service efforts formed a key part of the process of developing and then maintaining multicultural variables in programs.

According to data received, program managers from 13 sites reported that they were in the process of implementing multicultural learning styles in-service training as some sites took on following a program which describes ongoing best practices. There was, however, no blueprint for implementing these programs in various settings with special populations. The decision to move forward with multicultural training often emanated from program managers, although the impetus for designing a multicultural program came from staff members at these sites.

Program managers were the instigators of change in life cases, and staff members were involved in actual implementation efforts in three of the situations. Interview data suggested, moreover, that one group of staff members provided the impetus for the development of training in multicultural learning styles. In some cases the difference between leader-centered and staff-centered development was quite stark, as exemplified by the two program manager perspectives below:

It is not understood. The introduction of multicultural learning styles started here two years ago. Basically, I invited one that. Some started putting together, saying we can't implement multicultural learning styles for staff & staff segment of participants. That's wrong for us - not for me, but wrong for the program.

The staff who last year were involved in the planning were all experienced therapeutic professionals. From the initial report it was very well represented. The biggest influence was these core staff members. One therapeutic professional came from a program in Illinois with many multicultural elements. Two other core staff members have worked overseas. We brought them in to build up a framework.

There were no data that suggested the programs that included participation in early decisions regarding the development of multicultural variables or revision programs had more successful multicultural programs. The above example did provide an example, however, of a staff team working to develop a multicultural program that included minorities and priority individuals alike.

Lack of Understanding Regarding Multicultural Learning Styles

Among those programs that participated in the study were a number of sites where the various multicultural learning styles were not for the most part understood. Very often, this lack of understanding was attributed to a specific portion of the staff. In the following example, it was adapted physical education teachers in a middle school - or

Table 4.1. Stakeholders' Understanding of the Multicultural Learning Style

Learning Style	Percent of Stakeholders Understanding Style
Asian-Americans	
Field-independent learners	30%
Group oriented	16%
Respected hierarchical system as well as professionals	50%
Respect by professionals expectations of parents	54%
Seen as model minority that performs better by	61%
Professionals	
Latino-Americans	
Tend to have a fairly consistent change of focus and interest	34%
Tend to seek professional or peer assistance more frequently	4%
Tend to discuss events more often	32%
Tend to prefer personalized learning approaches	35%
Tend to be more active and interested in classroom work	45%
Hispanic-Americans	
Tend to be field-dependent learners	7%
Tend to be group oriented	44%
Tend to be open about responses and to questions	4%
Children are willing asked direct questions	14%
Tend to prefer personalized learning methods	33%
Native-Americans	
Tend to be field-dependent learners	7%
Tend to learn better through directly observing	31%
Tend to prefer group and oral to individual learning	37%
Tend to need a working but highly personalized education	4%
Tend to ask questions less and receive less praise	33%

most specifically teachers who had been in service for a long time - that did not

understand these variables

Most of these teachers are over 40 years of age. Most of them were trained in traditional physical education programs and don't recognize themselves as teachers in need of specialized training in the area of any recent work that is multicultural or in an attitude change toward multicultural education.

that there is always the problem of trying to overcome the cultural differences and trying to get mainstream staff members to understand these concepts. Constant cultural translation.

It took longer to help some folks understand what multicultural learning styles are all about. Those who have used a dominant culture focus in their programs don't understand the multicultural child-centered approach for children with disabilities quite in the same way that staff who are trained in multicultural child-centered approaches do. It sounds like a generalization, and it is, but these folks worked harder, and these are people who feel good about it.

Shared Vision

According to one program manager, "We're all heading in the right direction – where we are always disagreeing as to how we get there." A key aspect of understanding and implementing multicultural learning style approaches is the development of a shared vision of where practitioners would like to go and how they would like to get there. One interview question related specifically to shared vision, principally whether or not one existed in reference to the agency's mission, program, and if it did exist, ways in which it was achieved.

Three of 17 professionals who responded to this interview question reported that their vision was driven by their leadership style. They explained their roles:

It was me. Top management asked me to develop and implement components...I did it.

The staff are quite excited about the multicultural work they are doing. I am looking for change, but it is not a one-man band in all. I have been well-supported in what I am trying to do.

As a new director, I am trying to reform the program in ways that haven't been considered as much as yet.

In most cases of leader-driven development of a multicultural program vision, however, the top-down articulation of the vision was inspired, and participation was pursued by the program managers. One of the strategies used by program managers to reinforce a shared vision about multicultural program components such as working multicultural learning styles was to write articles or staff publications.

Three of these interviewees described a vision that was administered but that was shaped through consensus work that included staff representation. In one example an interviewee highlighted the development team's central role in their program as vision builders of the multicultural program who made the important decisions at the program level. "They decide the implementation of multicultural variables, how to arrange activities, use the best and other means of instruction."

Participants in three programs were dedicated to a vision that aligned itself to research and/or staff learning objectives from experts or authorities. For example, one program administrator explained that "What we've been doing is looking at the research on multicultural variables."

A few administrators took care to work with staff members in "participating" program development, goal setting, decision making, teamwork as a staff. Other shared vision ways, at least in one case, "derived by staff and then gone through by clients and faculty members and boards." Clients were invited to participate in workshops with consultants and researchers in one program. This same program also made a point of asking clients that they know hold views contrary to those that the

program managers endorsed, in order to include all voices inside rather than leaving their voices be muted outside of the program around the hospital.

Obstacles to implementation of multicultural learning styles mentioned by respondents included staff members that felt not informed the need to alter the status quo, judging that change was occurring too quickly, or to a greater extent than they felt was necessary. "Why change?" was the volume that a number of program managers often heard and often repeated in the interviews.

Multicultural Education

While multicultural education is not a fundamental tenet of recreation programs with special populations, program managers were asked to define multicultural education and to describe ways in which their programs could approach multicultural education. Both a overview was provided as literature about multicultural education that focuses on important considerations for participants that transcend different cultural settings (Wigganier, Ford & Byers, 1996). It is becoming more widely recognized that persons with disabilities have more in common with typically developing fellow age mates across cultural and geographical boundaries (Wigganier & Malenka, 1993), and an increasingly central task for all special services programs – be they in hospitals, schools or community settings – is the movement to multicultural realities that prepare participants for life in an interconnected and morally diverse 21st century world (Fleish, 1991; Boston & Grant, 1994). Wigganier and Malenka (1993) have suggested that there is much to be gained from efforts to better understand comparative programs, particularly programs that require the training and participation of individuals from different language backgrounds and cultural learning styles.

Definitions of multicultural education in the U.S. include such varied aspects as: *curricula that incorporate cultural expressions of excluded student populations, education that stresses an awareness of peoples outside one's immediate educational/social community, and initiatives that focus on social transformation and social equity* (Slavin & Gross, 1994). There are, however, but a few of many definitions of multicultural education that have been developed in the United States (Slavin, 1992; Gay, 1993; Perry & Fraser, 1997) and in Europe (Center for Educational Research and Inquiry, 1999). In these interviews responses program managers explained what they understood multiculturalism to mean and how it was defined within their programs. Some descriptions were quite detailed, and exemplified the multiple meanings associated with the concept of multiculturalism.

I believe that the concept of multiculturalism are being addressed upon a lot, trying to encourage tolerance and other ethical considerations of dealing with people who are different from yourself.

Teaching through a variety of different methods, topics that are not connected to our culture, and allow students to develop a greater awareness of their own culture and respectance and a tolerance for attitudes and beliefs of another culture.

While our education is quoted above focused on tolerance of differences,

another focused on cross-culturalism, viewing social equality as a fundamental characteristic of multiculturalism (Slavin & Gross, 1994).

Summary for Research Question One

The above activities offered a description of the complex nature of understanding multicultural learning styles. There were clearly factors that moved some professionals toward understanding these variables. There were some settings where programs

managers would articulate a vision and staff members agreed to it, while in a couple of settings staff members initiated efforts to work together to design a shared vision.

In many other cases, however, staff described dominant culture attitudes, lack of training in multicultural learning styles and unique program features were key some of the challenges to the implementation of a shared vision.

The review also addresses issues such as a multicultural identity component in recreation programs and an understanding and examination of definitions of multicultural education.

The document of findings related to the second research question focuses on specific aspects of practitioners' understanding and grasp of multicultural recreational classes and programs exhibited in special populations or recreation settings.

Discussion of Research Question Two

To what extent do early childhood special education teachers, adapted physical education teachers and therapeutic recreationists exhibit level of multicultural recreational classes and programs exhibited in special populations?

Responses to the first research question suggested that the perceptions of multicultural learning styles overlapped with perceptions of what constituted appropriate recreational classes for multicultural segments of the special populations. A few program managers act in the process of implementing strategies and programs that take into account recreational preferences. Some such as direct advisory groups and extracurricular activities have been in place in these programs for years (McIntyre & Waggoner, 1992) and are considered strong features of the programs.

Thus, while the first research question revolved around the issue of the relevance and knowledge of understanding multicultural learning styles in recreation programs with

special populations, a discussion of the second research question addresses the applicability or feasibility of incorporating multicultural recreational preferences in their programs. More specifically, the discussion of the second research question addresses the question of which aspects of multicultural recreational preferences do practitioners understand as well as what type of best practices have proven the strongest and practitioners have dedicated to implementing in their programs.

Information from interviews was used throughout this website as documentation of practitioners' perspectives on issues such as understanding multicultural recreational choices.

The results of the surveys and interviews found that professional practitioners were unfamiliar with multicultural preferences in many categories. Examining the survey results in terms of each multicultural component provides a specific overview of practitioners' familiarity with the recreational preferences of that cultural group (see Table 4-2).

With reference to Asian-American practitioners were most familiar with their preferences for martial arts and games of chance.

One adapted physical education teacher explained,

I have almost always seen my Asian students, interested in martial arts programs.

That is one of the reasons kids also love what I now see that their religious explains their martial sports. Take Zen Buddhism for instance.

One surprising result was that most practitioners did not realize the Asian American traditions for soccer. Only 23% realized that fact (see Table 4-2). One sports coach,

Table 4-3. Percentage of Stakeholder Understanding of Multicultural Recreation Choices

Learning Styles	Percent of Stakeholders Understanding Style
Asian Americans	
Tend to enjoy martial arts	30%
Tend to like music	21%
Tend to prefer exercise systems like yoga	13%
Tend to enjoy soccer	22%
Tend to like games of chance	28%
African Americans	
Tend to like most types of group ball playing	100%
Tend to enjoy music and dance	70%
Tend to like activities related to home, family, & church	53%
Tend to prefer group activities	60%
Tend to maintain leisure patterns over time	8%
Native Americans	
Tend to enjoy outdoor recreation	57%
Tend to enjoy basketball, baseball, volleyball	20%
Tend to like restaurant food, not much on primary cooking	70%
Tend to enjoy Native American-dances and tribal events	30%
Tend to enjoy martial-arts	14%
Hispanic Americans	
Tend to prefer basketball and basketball-style football	55%
Tend to enjoy boxing	14%
Have a great fondness for Latin music and festivals	71%
Tend to prefer family and group patterns	55%
Tend to enjoy being taught, visited and visited	15%

This is probably due to the football coaches that we have. I mean you know all we talk is football to students. Of course we see Latin culture playing a lot of soccer -- European too. But I guess we just don't make that connection with Asian culture to much.

When examining the recreation choices of African-American respondents had a much stronger understanding of their preferences. A 100% response was given to the category of preferring most types of ball games (see Table 4-3). Strong responses indicated that they knew that African Americans liked music, dance and group activities.

(One adapted physical education teacher noted,

I think more people know that African Americans like ball games, games and group activities. Even if you seldom have contact with them in your daily lives, you sometimes perceived in that way by the mass media.

However, practitioners across the spectrum from early childhood special

education teachers to adapted physical education teachers and therapeutic recreationists were not aware that African Americans tended to gravitate the same recreational choices across the life span. Only 19% of respondents were aware of this fact (see Table 4-1).

One early childhood special education supervisor commented:

That is true for me. As a provider of that is not true completely by surprise. I always thought African Americans were constantly changing constantly on the move, always looking for new experiences.

Strong awareness of respondents were familiar with most of the recreational preferences of Native Americans. In the category of outdoor recreation, 57% indicated yes. In the category of traditional Native American folk arts such as pottery-making, 55% responded positively. In the category of Native American dances and ceremonies, 50% indicated an awareness of this preference (see Table 4-1).

However, clear majority of practitioners were not familiar with these preferences:

One therapeutic recreationist stated:

We have very little contact with Native Americans in this facility. We tend to see African-Americans, Hispanics and Filipinos much more than Native Americans. So no, not, I know much about them or about what they like. I mean, obviously, you can't rely on what the media say.

Even smaller categories of respondents were aware of the preference for basketball, football and volleyball. A response of 21% familiarity was indicated for this

category. Only 14% of participants were aware of the preference for basketball here (see Table 4-3).

In reference to the soccer preferences of Hispanic Americans there was a general awareness at 33% from respondents of their preference for Latin American soccer (see Table 4-3). One early childhood special education respondent reflected,

Well our school is located in Miami. I grew up here and even though I personally don't come from a Hispanic background the city has large segments of Cuban Americans and kids from other parts of Latin America. On their festival days in school and right up to the present I saw these huge groupings of various kinds march in parades. I guess I know the Cubans,umbra, samba and maracas for instance as well as they do.

There was also no indication by about half of the respondents at 42% of understanding Hispanic American preferences of football and basketball vs football. In the category of performing family and group parades respondents indicated by a 37% response that they knew this fact. However, it should also be noted that as these two categories large numbers of respondents at 44% and 37% were unaware of these preferences (see Table 4-3).

In the category of Hispanic American preference for boxing only 14% of respondents indicated an awareness of this issue (see Table 4-3). One adapted physical education teacher stated

I was unaware that Latin had a strong preference for boxing. I guess I learned more on their equipment of bull penis and sword and a child's own my mind that they really liked this sport. I have noticed that many Hispanic students love martial arts. But there is no boys from many backgrounds – but I just never made a connection from that to boxing.

In the category of racing, rodeos and other horse-driven sports only 18% of respondents indicated an understanding of Hispanic American preferences for the recreation category (see Table 4-1).

Summary of Research Question Two

This section focused on aspects of recreation professional working with special populations understanding of multicultural recreation choices and their applicability to their professional practice with multicultural segments in the special populations they serve. The researcher examined practitioners' and program managers' responses to questionnaire and interview questions in order to explore the extent to which an understanding of multicultural recreational choices in their settings occurs, and to determine why some aspects of multicultural recreation preferences have not been successfully understood and therefore not implemented.

However, in areas where a minimal understanding of multicultural recreation preferences exists there occurs an opportunity to create a tailored educational strategies that can be applied by teachers and therapeutic professionals in their settings that will assist in understanding of multicultural preferences at these programs.

Some program managers tended to consistently view multiculturalism as global issues, and their focus in this aspect suggested that they were open to strategies that would create better understandings and practices among their professional staffs.

In the next section, findings related to the third and fourth research questions are discussed. The relationship between program managers and practitioners' beliefs regarding the development of effective multicultural components in their recreation programs and the policy that relate to these programs, as well as the barriers that they

permeated an initiative by the implementation of multiculturalism components in their programs (see example). Some global issues regarding multiculturalism described by practitioners are once again addressed through an examination of the institutional cultures located at three sites.

Discussion of Research Question Three

To what extent do occupational professionals with special populations (i.e. early childhood) special education teachers, adapted physical education teachers and classroom economists implement their multicultural variables in their professional practices with special populations in educational settings?

This section moves away from discussion of the relevance and applicability of specific multicultural learning styles and assessment theories toward using special populations. The discussion in this portion of the chapter attends to specific characteristics of professional applications of these multicultural variables that led to an inconsistency between program manager and practitioner beliefs regarding workplace multicultural educational practice and the reality of multicultural educational practice in their programs. The section also discusses program managers' perceptions regarding critical characteristics their multicultural resources, program developmental efforts.

The following two sections focus on reviewing practitioners through an examination of two issues repeatedly discussed raised by program managers – professional modeling and professional turnover. The first section examines the complexities inherent in professional practice efforts given the varied backgrounds of multicultural learning styles and multicultural educational preferences.

Practitioner Training and Background

A discussion of practitioner training activities in correction programs is important if one wants to gain a clearer definition of the shape of multicultural approaches in correction

programs with special populations. Details regarding teacher and demographic characteristics (e.g., age and professional background) were gathered through questionnaire data and interview data (see Table 4-4).

Program managers were asked the percentage of practitioners who had received specific training in multicultural learning styles used in multicultural recreational practice (see Table 4-5).

Table 4-4. Approximate Percentage of Practitioners with Training in Multicultural Learning Styles

Multicultural Learning Style Category	Number of Practitioners	Percentage of Practitioners with Training
Asian American	89	8%
African American	88	19%
Hispanic American	88	11%
Native American	87	4%

Table 4-5. Approximate Percentage of Practitioners with Training in Multicultural Recreational Preferences

Multicultural Recreational Preferences Category	Number of Practitioners	Number of Practitioners with Training
Asian American	88	4%
African American	87	11%
Hispanic American	88	10%
Native American	87	2%

There were very few programs that report staff training in multicultural learning styles (see Table 4-4). Additionally staff that had been trained as college or university settings constituted very small percentages. Staff development is a priority for many program managers interviewed, and there was general agreement with one administrator's belief that "If we want to replace our staff with people trained in multicultural learning styles, it would go way beyond where it is." Interviewee data offered evidence of the continued need for staff development specifically designed to

incorporate an understanding of the learning styles of multicultural clients in their programs (see Table 4-6).

Discussion of Student Staff Development Characteristics

Secondary programs are often somewhat separated from the community, vocational and health maintenance concerns in their school, hospital and community settings. Many program managers and their staffs believe themselves to be "isolated." This perceived safety made staff development a natural area for program managers. One respondent was adamant regarding the value of staff development in general:

I wish we had more teacher development available because I really think that that's relative missing in our school. There is a Florida school with a Florida curriculum and Florida needs in multiculturalism, but ... we really don't. We need more development on a variety of issues. We need to know: How can we work with multicultural kids from several populations within our state?

There was no consensus, however, regarding the extent to which the programs in various settings believed that they were isolated from outside school structures and/or

Program managers described varying levels of isolation

We are isolated in the nursing home and professional isolation is not good for staff development.

Another disadvantage is that you are not in the mainstream - I'd like a little more of that advantage which is not possible.

I think that it is not well understood because we haven't made an effort to keep up with multicultural learning styles -- we need to have a lot of people come in and work with us. We are definitely isolated from understanding these needs.

When asked what multicultural learning styles they believed were most critical for their practitioners to receive workshop training, 12 of 13 managers focused on Native American, Hispanic, American and African American styles. Three placed an emphasis on Asian American learning styles. Other responses included calls for practitioner

coming in the area of assessment, technology, special population development needs, and more practitioner participation in conferences.

Program managers agree on what constituted effective practitioner training strategies varied widely among schools and hospitals. Many mentioned conferences and workshops such as FAHPED and WCUP, although such conferences were not unanimously accepted as wholly effective for all their professional staff. There is support of conference activities focused on the opportunity to learn the latest new ideas and to discuss them in a staff toward productive reflection time.

We support FAHPED

We always get good speakers at programs at FAHPED. It gives you a good opportunity to look at what is going on.

We are more productive here than at our meetings there [in school]. I suggest to our staff that they need to hold in reflection time.

Other program managers were somewhat critical of conferences in general, with FAHPED serving as the program managers' example. One program manager complained about the cost of state and regional conferences. Two others focused on the fact that the conference is a singular event with questionable carryover potential upon adopted physical education, more so than school settings.

Don't let kids where the expert does their talk, he will often lead us some follow through, but then it will go to hell.

You need someone who comes and says here's while and goes away and comes back... follow up rather than a one shot deal. I don't know that the FAHPED conference does that.

One practitioner noted that it was difficult to address the specific individualized training needs of a program through large scale conferences.

I'm skeptical of this kind of thing, really. It's the "supermarket approach" of professional development. It's not really enough. During the first one (before the agency decided what kind of training it is that we need) and if it means we decide we won't go to FAJFTEAD conferences, then we won't go to FAJFTEAD conferences. We'll start looking, and in eight years we won't be going, consultants as, but we got to be surprised. It's not at all in the moment. It's not much of a supermarket, there's no reliance to what we're doing.

Other program managers stressed the importance of bringing in consultants and experts to understand learning styles and instructional theories for workshops at their sites. One practitioner stated that "you need someone who comes in and stays a while" if a consulting visit was to provide a significant effect.

There were others, however, who concluded "teachers learn from teachers better than anyone else." These program managers focus on "cross-pollination" in which teachers from one early childhood program with significant multicultural populations could visit another school and share best practices as well as their concerns. One program manager referred to her as "conversations through professional dialogue" and viewed such conversations as a key teacher learning tool. Another adapted physical educator described the value of school visits in the following way:

Visiting other programs would be good. Being able to put your teachers in contact with other people, teachers and just talking about strategies. People can talk about the social needs of multicultural kids and how you can develop curriculum using thematic units. And that needs to be ongoing. You need to send them to schools that are not so far ahead or behind where they are so they can learn from others' mistakes.

One program manager's description of what was the best and most effective type of staff development centered upon what was motivational for staff. For this supervisor, bringing in a "fresh face" was necessary from time to time, but the supervisor believed that very often the best use of staff development time occurred at school.

anticipating and decision. A number of program managers also focused on the difficulties of staff development when financial resources are low:

We need a lot more staff development. It's hard.

Let him talk more money to programs as services, things which could help improve the staff's ability to deal with a lot of modern concepts about multicultural needs we are encountering now.

Staff development was seen by program managers as important but there was little if any consensus regarding which staff development strategies were most effective for all education practitioners. Various programs' staff development was shaped in terms of multicultural populations and funding constraints. These differences challenge groups like FAJPERD and WCED as they stated efforts to meet the sophisticated training needs of numerous professionals working with special populations in Florida.

The Role of ESOL Training

In some programs administrators reported that their populations included representatives of 11 to 18 nationalities. Language training for specific program sub-populations has grown increasingly necessary as education programs with multicultural special populations. As populations of specific nationalities have become large enough to form herds of students and parents. In such cases, expanded ESOL training for teachers is needed in order to meet the needs of populations of groups such as Hispanic immigrants during school hours.

Increasing activities can form a consistent bridge in applying basic anthropological conceptual levels of English as explained by Cameron (1994):

For our program manager, the level of English language acquisition was clearly linked to multicultural education. This program manager viewed second language acquisition as a preferred method to foster greater cross-cultural understanding.

It is important to develop an ESOL program that respects the cultures of those other languages. We want to promote unity and objectives related to consideration for class of others, to create an empathy for other cultures and to seek understanding of them.

Another educator described the need to use language carefully and at levels appropriate to students at differing stages of English language acquisition. For this educator, the main consideration regarding language was its central role in fostering successful communication.

We have a large number of ESOL and multicultural children. Language is always on the agenda as a tool and as a subject, and one must use appropriate language and use language at an appropriate level as ESOL students – who will not always talk – will understand what you are doing.

The Influence of Multicultural Parents/Backgrounds

There were a few key areas in which parental characteristics could be perceived as culturally-driven or grounded in their concerns as early-childhood special programs and with adapted physical educators in public school settings. One was the way described in the previous section was language acquisition.

Another area was high academic standards. One administrator commented:

We have a number of Peruvian students whose parents want academic results right now. Parents' expectations are very high, very high. We find we have to ask some of the parents of Asian children not to pressure their children so much academically.

And we need to try to work together. Grading...these parents take this very seriously.

One teacher focused on the importance that parents place on standardized tests:

We are drawn by American culture. They are very keen on the standardized testing scores. Very important to them on whether their children will advance in their programs.

Implementation Effects of Multicultural Education Reformation

In general, across the sites visited and their interview and questionnaire responses, efforts to implement multitudes of multicultural professionals with special populations are specific or targeted to incorporating these populations in practices in programs.

Program managers and practitioners describe various efforts at doing that and in celebrating the multicultural complexities of Asian American, African American, Hispanic American, and Native American segments in the populations they serve.

Some program managers highlighted specific efforts in multicultural programs. Two spoke of variations of multicultural days which celebrated the children. Both met other traditions of its ethnic group.

Some practitioners focused on taking advantage of existing holidays as ways to reflect their programs with multicultural content.

When it time for Christmas, we discuss Hanukkah, Jewish Kwanzaa, we discuss the African holiday. We put on a holiday breakfast and parents bring foods from their country.

Awareness of cultures of children represented in our school. We celebrate the cultures, the holidays.

Multicultural approaches were often acquired as program managers continued with the development of a global perspective on their programs. Banks (1997) placed multicultural understanding as the highest and most fully-developed level of multicultural pedagogical techniques in his multicultural education typology.

Some interventions focused on the experiences of students during daily educational activities.

The kids get to go to school with kids of different ethnic backgrounds, language backgrounds, and that is an excellent resource for teachers. Some teachers do a great job taking advantage of that.

In the immersion program, because we have the best staff because we are not really stressed, we try to bring an interesting multicultural content. For the first time we have an Italian girl who wears a scarf. And we brought it into a lesson.

One administrator viewed multiculturalism fundamentally as a methodological issue. Teachers tend to use various types of instructional strategies such as cooperative learning (Slavin & Grant, 1994) and assessment techniques such as the use of portfolios (Waggoner, Zuck & Ryan, 1994) as aligned with multicultural educational concerns such as cross-cultural communication and identity formation.

Experiential education was not specifically targeted as opportunities and resources questions, but was described by program managers as being consistent (Waggoner, 1997). Some program managers described ways that practitioners in their programs utilized not only local multicultural opportunities, but also reported opportunities to create authentic multicultural experiences for students.

We celebrate diversity. We work hard at celebrating other people's national days. Our school has an international coordinator who works through the social studies program.

However, as shown later, 14 of the program managers interviewed believed that their multicultural education efforts were inadequate. An early childhood special educator interviewed for school study of racial diversity made aspects of multicultural education such as racial awareness for most difficult to achieve.

In our school there are no black children. This causes a different kind of concern. [Even] if you have one or two black children, you still do not have the "racial" issues - they're not there - it has to do with numbers.

Interculturalism efforts in recreation programs in Florida were a factor that program managers believed could be improved. Practitioners repeatedly returned to the topic of the challenges of implementing aspects of multiculturalism, recreational preferences and an understanding of multicultural learning styles in recreation programs with special populations.

Summary for Research Question Three

This section focused on practitioner training and how prepared in multicultural learning styles and multicultural recreational preferences. It also examined optimal staff development characteristics, the role of ESEA, training for teachers and the influence of multicultural parents. Finally, it examined implementation efforts by professional staff of multicultural recreational preferences.

Efforts by program managers to implement multicultural variables in effective recreation programs with special populations were often undermined by facility limitations, inadequate funding and staff training inadequacies.

Program managers also were required to take into account expectations regarding their special recreation programs from practitioners, students and parents of different backgrounds. As one recreation program manager put it, "The whole set up of the recreation program and its multicultural aspects and about an American oriented. On the other hand, the people of other cultures, they all make their presence felt in some way."³

Discussion of Research Question Four

To what extent is there agreement among program managers in recreation settings with regard to the fundamental challenges to "successful implementation of multicultural variables and practices in recreation programs involving special populations?"

The review features a descriptive case study that offers a concrete example of one research-based effort to implement multicultural variables in their treatment program's practices with special populations.

The documents of the first three research questions offered evidence of the scope and complexity of challenges faced by program managers in treatment programs for special populations in Florida. The examination of findings relevant to the fourth research question are included in this section, along with what a few program managers themselves chose to highlight as exemplary aspects of their programs.

The case study documents efforts of one set of therapeutic professionals to incorporate multicultural variables in their programs. The case study includes descriptions of challenges faced by these therapeutic professionals that had been previously described by other program managers at the interview. The chapter ends with an exploration of interview respondents' positions regarding both specific obstacles and exemplary features of multicultural efforts in their programs.

Therefore, efforts of one group of therapeutic professionals are examined in order to highlight and offer detailed examples of specific themes repeatedly mentioned by interviewees. The hospital was determined to be valuable to this study due to program manager and staff members' ongoing efforts to implement multicultural variables in their programs, as well as their ongoing struggles with obstacles encountered in the process. The hospital community has experienced rapid growth, and the mental health occurring in their programs mirror in other programs as well.

Data were obtained during a two day visit in December 2008. The research visit involved extended interviews with both the program director and eight therapists.

commitments on staff as well as program needs, observation of staff meetings and informal discussions with practitioners, clients, and other staff. Documents also were reviewed such as the program schedule and program mission.

"The Heart of the Matter": A Case Study

The case study occurred in a therapeutic recreation program at a veterans' hospital in Florida that is experiencing rapid social change and intensive growth. The hospital will be referred to as the Veterans' Hospital of Florida (VHF).

In 1989, the hospital served a small recreation program population of 280 clients. Since then, intensive change has occurred rapidly within and outside the hospital. Since 1989, the hospital has welcomed a variety of new clients to the program. The client population has been varied but grown to 600 clients.

The program director noted when the therapeutic recreation program was implemented at the hospital served at the hospital as a recreation facility. Nearly two years ago, he had not the mission of a therapeutic recreation program, and a position of program manager was created for him. His major vested interest of the physician that headed the therapeutic programs at the hospital.

The case study examines aspects of the role of VHF's multicultural efforts with special populations, focusing on challenges to implementation and development of multicultural housing, roles and recreational participation and exemplary characteristics of this multicultural program as it began to develop during January, 1999 to January, 2000. The program "The heart of the matter" was developed by a therapeutic recreationist at the

hospital, and became a way for practitioners and clinicians describe the special qualities involved in the development of multicultural efforts.

A History of the Therapeutic Recreation Program at a Veterans's Hospital of Canada

VWH recruited a diverse patient body representing over 32 nationalities. Administrators at VWH described the hospital as both an American hospital and a multicultural one. Indeed, the large growth in their patient population, experienced over the last ten years with increased multicultural demands against the hospital as became more important to multicultural concepts.

The VWH Vision was included in the *Weekly Bulletin* published at the hospital. The vision stated:

We strive to enable patients to function in an increasingly complex and technological world. We see our success reflected in our patients' business values and excitement for healthy life styles. Therapeutic efforts extend to the whole person and reflected in our therapeutic program design and study objectives.

There had been no multicultural vision in the therapeutic recreation program until about two years ago, perhaps due to the fact that this concept was a relatively new phenomenon in therapeutic recreation. Indeed until a few years ago, most the therapeutic recreation program resembled traditional recreation programs because most of the other therapists had either received formal college training in therapeutic recreation. The stated imperative and vision for a multicultural program effort at VWH came from the program director and was introduced to staff members at a retreat in the fall of 1994.

The program director described cancer recovery as “windows of opportunity,” where a number of factors combine to allow for rapid change. Whether the window was at hand or whether it was in the distant future, members of the day, the program used the opportunity and began to consider incorporating multicultural efforts such as celebrating multicultural holidays and festivals.

Program Identity and Spirit

Since the therapeutic recreation program was considered as a concept in the fall of 1989, as a change over from a traditional exercise program, a therapeutic recreation identity had been developing at VHF. While the identity was hard for VHF stakeholders to clearly define, there was widespread agreement that it existed.

One therapeutic recreationist stated, “I don’t know how to describe it but it does have its identity of its own.” One therapeutic recreationist focused on the challenges and potential difficulties of developing a multicultural component within a therapeutic recreation program. He noted the difficulty in balancing the very real need for a multicultural identity with one that does not come at the expense of mainstream efforts in the program.

Other practitioners noted that focusing multicultural components as separate parts of the therapeutic program might create the danger of isolating multicultural persons and fostering a hospital-wide sense of what a therapeutic recreation program should include.

VHF: A Place where Change Is Constant

Just as patients suddenly found themselves part of a new entity called a multicultural program, practitioners at VHF also found themselves enjoying uncharted territory. The speed and the all-encompassing nature of the acute demands for

multicultural programs offered for professional and patient populations in a number of ways. The practitioners have been asked to be flexible and open to change and experimentation, and some of them were. Walking through the corridors and visiting programs, the energy and spirited nature of the therapeutic recreation program was tangible. Some patients were developing original ideas. There were shouts of patients playing wheelchair sports. And patients decorated for walks. Inside the programs, there was evidence of recreation activity at every turn. Patients in one room created puppets; another therapist recreation class is receiving featured direct instruction, with patients pushing the practitioner for more detailed information. Professional planning teams of therapists initiate discuss concerns about and programs for specific patients.

When walking about the hospital, it was clear that substantial recreational learning and exploring were taking place. The practitioners focused on maximizing the recreational potential of their given space.

Decision-making Process

The nine therapists' recreational ideas were organized into three teams. Each team was headed by a coordinator who was responsible for resources, technology, health and language concerns. At a higher level the coordinators also served as hospital wide teams that included physicians, nurses, psychologists, psychiatrists, dietitians, social workers, speech therapists, occupational therapists and physical therapists. These teams created treatment programs for patients on a hospital wide basis.

At the department level the coordinators reported back to the therapeutic recreation division, and information was gathered and documented at weekly staff meetings as well.

According to one staff member, communication at the program level had improved greatly since the first year. "Earlier it was not clear who was deciding things. It seemed that if one team made a decision, the whole program had to follow." Nearly all stakeholders believed that, while current decisions making procedures were adequate, there was still room for structural improvements, particularly in the area of communication among different professional groups in the staff population.

Programmer Understanding of the Multicultural Concept

Comments from programmers revealed that they believed that only about a 30% understanding among practitioners of what multicultural learning styles and educational preferences were all about. Two practitioners felt that more information about multicultural learning styles and frequent update experiences regarding aspects of multicultural educational preferences, would be useful.

Orientation Issues

The planned shift to the implementation of cross-cultural cultural values among the units of the therapeutic recreation program raised the issue of who, where, among staff members. Limitations due to scheduling allowed for little contact among some members of the professional staff who worked different shifts on different days in different sites in the hospital. According to one administrator at the hospital, there was a general lack of understanding of the actual efforts at developing a multicultural program among many staff members. Therapeutic interventions were described as strictly centered in their professional approaches whereas, the infusion of a multicultural component was believed to cause practitioners who would be more closely involved.

One program manager noted that there were some common misconceptions and negative stereotypes of the multicultural concept that had been harbored by some therapeutic communities. A common misconception that some practitioners and clients had maintained was that the focus of the multicultural program component was almost exclusively racial, and that therapeutic community was being sacrificed in the process (*"The Heart of the Matter"*, *Client Perspectives*).

During two therapeutic community activity observations in 2008, clients were asked what, in their opinion, characterized effective multicultural practices in their recreational programs. Their answers included:

- we get to know people from all over the world
- we are learning about different cultures and history
- we're helping to communicate better in English
- we are learning different styles and techniques

The clients clearly highlight the increasing multicultural efforts of the hospital, and their relationships with other patients and staff members who offered different perspectives. The patients were critical to the increasingly diverse patient population and the richness of their varied cultures. Client responses were overwhelmingly positive predictors in the development of multicultural initiatives. They felt that the therapeutic recreation program had brought an increased sense of community for the patient population.

Mission and Shared Vision

While there is a VHB Therapeutic Recreation Program Vision Statement, it was not known the extent to which the program vision statement was periodically reviewed or

there is a focus for a variety of multiculturalism strategies throughout the program.

During the research visit it became evident that program managers, practitioners and a variety of other stakeholders in VGH's therapeutic recreation program were willing to reflect upon their own specific beliefs and to consider the shared beliefs and goals of those in the program. The program's multicultural components were starting to move forward through the vision and team building skills of the program director and of the physician chair, collaboration and due to the fact that the staff was increasingly professional and flexible and the patient population was increasingly supportive. VGH was a place where different types of cultures were becoming more cosmopolitan and where patients were willing to take cultural risks. Despite the rapid pace of change VGH was a hospital where everyone of all backgrounds was welcomed and where diversity was appreciated and lived.

Summary of Case Study

The above case study was included in this section of the discussion of findings to offer a snapshot of one therapeutic recreation program's efforts to begin developing an exemplary multicultural component in their program, noting the initial successes they achieved and the strategies they continued to develop ongoing efforts to develop multicultural strategies for their program. The purpose of this section was to offer a concrete example of one hospital where a number of staff members and other stakeholders worked together to introduce strategies in the development of multicultural components in a therapeutic recreation program. Many of the strategies they conducted were challenges that were also articulated by program managers and practitioners from 11 schools, nursing homes, hospitals and other sites. The following section reviews the

Barriers decreased throughout the chapter resulting to respondents who were asked to provide fundamental exemplary characteristics and barriers to the success of an inclusive initiative in their respective programs in both interviews and questionnaires. The barriers identified by these professionals were crucial factors in determining the steps of the recommendations in Chapter 5.

Mass Outreach in Efforts to Develop Multicultural Program

The chapter ends with a discussion of factors most often cited by numerous professionals as barriers to successful implementation of multicultural components in their respective programs with special populations. Interviewees were also asked to describe what they determined to be exemplary characteristics of multicultural initiatives in their programs. Eighty of the 113 professionals responded to a questionnaire that that requested a description of one or more major objectives the developmental and/or maintenance of multicultural components in their programs. At least three interviewees from each of 8 sites were asked at the conclusion of the interview session to describe the initial barriers to their efforts to implement multicultural program goals. They were not asked to rank-order responses. Answers that received two or more responses in either the questionnaires or the interviews are included in the final section of the chapter.

Time and Schedule

The most significant challenge to multicultural program development efforts as discussed by frequency of responses to questionnaires and interview questions focused on problems related to time and schedule. This barrier was chiefly foremost among respondents and was interview responses. Many of the questionnaire responses

centered upon difficulties directly related to the existence of a shared schedule with other hospital programs:

What recently [has started] the necessity to coordinate our schedule with occupational therapy and physical therapy. This new element has resulted in higher times available for programs.

Scheduling problems – tied to shared staffing with other therapies.

Scheduling. These obstacles will continue to hang in the air connected to other therapy programs.

The main problem we have when it scheduling with other programs means you have to give and take a little. We have to get back at a certain rate. It also means we can't use the pool facilities as the times I want or necessarily. That is scheduling really.

These participants focused on the dual challenges of not enough time and not enough energy to teach, to play, and to meet with one another:

When you're making big changes, you need to allow in time and resources and we need a lot more. The thing we need most is primary time. The therapists work very hard and the end of the work day is not a good time to plan.

The biggest obstacle for us is time and energy. There is a limited supply of both for the staff and my main goal for the staff is to be there with the patients. If they're doing it right they should be very tired at the end of the day. I think time and energy are it. These are the biggest things to overcome.

Financial resources

Twelve responses form a combination of quantitative and interview data focused on the need for increased financial support for professional development activities at the program. This theme was the second most frequently cited obstacle in support of developing multicultural needs in these programs. Most of the program managers focused upon the lack of adequate resources for staff training and new programs or services to materialize multicultural programs. These program managers did

did not target any plans for professional development activities beyond minimal in the non-related to core programs. The assistant secretary when "big changes" occurred in the program had minimal vision of dependence on increased budget support when, according to the administrator, "proposed budget level guarantees we have that I'd like them to be."

Among four program managers who described increased funding for professional development activities as fundamentally necessary, one lamented the efforts brought on by years of neglect:

There is just a limited time for us-service. We've gotten behind because we haven't had a very adequate professional development budget, so we've fallen behind a little in so many areas. I find it difficult to see what the programs should be. And I try to get input from staff members, but they don't have the background.

The program manager quoted below focused on the need to update his staff with the latest concepts related to individualized learning styles and cross-cultural preferences:

I'd like a little more money to promote or various things which would help improve the staff's ability to deal with a lot of the modern concepts we are encountering now.

Development of a Common Multicultural Vision

In three of the questionnaire responses there is target the difficulty of developing a common vision. As one program manager explained: "Developing a multicultural vision is not easy." Only one interviewee, however, chose to give this issue primary among the hierarchy of perceived barriers to multicultural program implementation. This individual offered a detailed description of the problem at her school:

If there is one obstacle, it is vision, it is common direction. Right? I've found it funny with the staff I have. It's almost any topic from who should wear hats in the program to what the vision should be. It's a 50/50 split. It's really

split among. Ideally, it should work out, but they really haven't gotten to know each other.

Program managers included in the above sections gave priority to a broader perspective of multicultural program success. There were also a set of responses from program managers detailing very specific barriers to their multicultural efforts.

Curriculum Obstacles

There were other obstacles to the ongoing success of programs that fell out of the above mentioned responses. The only administrators who focused on curricular influences were parents as a significant challenge, noting problems when parents are multicultural components in lowering academic standards.

One elementary program leader outlined a concern regarding the lack of reflective self-evaluation and post-evaluation reviewing of the site.

It's important that we collaborate, and that we think critically and carefully about how we present and that we spend a lot of time looking at the way other people are doing things as we go along. There needs to be a continuous evaluation of what works. We need to be evaluating ourselves more frequently and more in depth than we have in the past. We should be prepared to sit back and say, "This isn't working as well as it should, let's change it," and similarly, best practices should be shared, not kept secret.

Conversely, our program manager judged the value of "on-site visits to other programs in the region" to be a valuable method of examining the exemplary characteristics of other programs' multicultural initiatives. Thus, the concept of sharing best practices was included in responses citing obstacles to and exemplary aspects of multicultural components in recreation programs working with special populations.

Summary of Research Question Four

Experiences related to the fourth research question described program manager perspectives regarding fundamental challenges to the development of successful multicultural components in extension programs with special populations.

The discussion of the fourth research question began with a description of the barriers to multicultural program development through a detailed examination of one system/hospital's effort in the form of a case study. The section also included an examination of practices chosen by practitioners themselves regarding fundamental challenges to multicultural component implementation and the successful management of extension programs. The results provided one method of organizing the myriad program characteristics and related concerns described by these same practitioners, and detailed in the description of findings for research questions one, two, and three.

Summary of Research Questions One, Two, Three and Four

The purpose of Chapter 4 was to present, discuss and analyze the four research questions. The description of findings began with demographic information and addressed the means of professional understanding of multicultural learning styles and motivational theories. The first two questions focused on the appropriateness and applicability of multicultural concepts in extension programs with special populations in Florida. The third and fourth research questions measured the beliefs of program managers compared to the reality of their multicultural program practices and what program managers viewed as fundamental barriers to the development of successful multicultural programs.

A description of one hospital staff's efforts to begin incorporating multicultural components in their program was included in this section.

Question 1 focused on the extent to which providers/practitioners understood the multicultural learning style exhibited in special populations. Data were analyzed regarding ways in which these learning styles were and were not addressed and the manner in which they were being addressed in

Question 2 focused on the degree to which practitioners understood the multicultural recreational choices of special populations. The section explored program managers' perceptions as to why that multicultural recreational choices were currently unmet. The section offered detailed information regarding the extent to which practitioners understood their recreational preferences.

Question 3 focused on the extent to which practitioners and program managers believed that these variables were being implemented and practiced compared to the reality present in the programs.

Question 4 focused on the extent to which there was agreement among program managers and practitioners regarding the hindrances/challenges to the successful implementation of multicultural components in their programs. The section began with an exploration of one hospital population's trials and tribulations as they attempted to begin implementing multicultural components in their therapeutic recreation program. The section ended with a detailed examination of what practitioners perceived as the most important obstacles to their multicultural efforts in professional therapy.

A research taxonomy is presented in Chapter 3 of the dissertation which offers one method of organizing and understanding the different factors that hindered and

leader movement practitioners' efforts to develop effective individual variables to spread movement programs in general. The secondary will expense material examined throughout the report of the findings of the study. Chapter 3 will also include recommendations for practitioners and recommendations for further research.

CHAPTER 5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This dissertation focused a survey of professionals working in recreation with special populations in Florida through questionnaires, face-to-face interviews and one walk. The purpose was to gain a better understanding of the status of multicultural variables in recreation programs with Florida special populations, and to determine barriers to the implementation of multicultural variables in these programs. Previous to this study, there had not been a study of multicultural practices in Florida special programs that focused on both the structural and cultural aspects of these programs and their relationship to implementation of aspects of multicultural variable with special populations in recreation settings.

The four research questions addressed in this study were the following:

Research Questions

1. To what extent do recreation professionals with special populations (i.e., early childhood special education teachers, adapted physical education teachers and therapists) acknowledge multiculturalism influenced the multicultural learning styles exhibited in special populations?
2. To what extent do recreation professionals with special populations (i.e., early childhood special education teachers, adapted physical education teachers and therapists) acknowledge, understand the multicultural environment, climate and performance found in special populations?
3. To what extent do recreation professionals with special populations (i.e., early childhood special education teachers, adapted physical education teachers and therapists, recreationists) implement their multicultural variables in their professional practices with special populations in recreation settings?

4. To what extent is there agreement among program managers in recreation settings with regard to the facilitational challenges in successful implementation of multicultural variables and practices in recreation programs involving special populations?

To investigate the status of the development of multicultural variables in Florida special recreation settings, questionnaire was distributed to a purposive sample of early childhood special education teachers, adapted physical education teachers and therapeutic recreationists at 53 schools, hospitals and community programs in Florida. Respondents from 33 of the sites participated either through the questionnaire, interviews, and in some cases through both interviews. In all cases, a primary goal was to explore the extent to which multicultural variables had been implemented in Florida special recreation settings by charting practitioners' and program managers' perceptions regarding their multicultural efforts. Obstacles to program managers' efforts to implement and assess exemplary multicultural practices in these recreation programs were also selected. The description of the findings included an examination of multicultural practices, goals and challenges as perceived by program managers in Florida recreation sites sampled. Six case visits also formed part of the data collection process, and data analysis included a description of one versus hoped-for efforts to implement multicultural learning styles and recreation objectives in Florida contexts.

Organization of the Chapter

The first section of this chapter reviews the findings reported in chapter four in the shape of a taxonomic analysis (Spradley, 1980). Specific recommendations are made to program managers and recreation practitioners at special recreation programs in Florida, drawing to extent required all both the theoretical constructs of education and the unique multicultural realities that exist in each Florida setting.

Recommendations for practitioners drawn from data from this study follow, and include suggestions for consultants who might be asked to assist recreation professionals in developing multicultural variables and practices in their programs. The chapter ends with recommendations for further research.

Summary

The following section reviewed the findings from chapter four in that perceptions of recreation practitioners and program managers at Florida special programs regarding the implementation of multicultural variables—particularly the barriers to their success—might be better understood. The summary focused on the issue of practical challenges to multicultural strategies implementation. The program managers who were engaged in racial efforts to design exemplary multicultural recreational components in their programs/challenges to their efforts to attain their multicultural goals were included as well. Based upon the data received through questionnaires, focus on focus interviews, on site visits with administrators and professional representatives from 32 programs throughout Florida, and through interview transcripts and an extensive review of manuscripts, themes were developed through the constant comparative method (Spadley 1982). From these themes a taxonomy was designed to organize the data received from practitioners and program managers in a form that offered the potential to yield explanatory power.

The taxonomy focused program managers' perceptions of challenges to their efforts to recruit and maintain exemplary multicultural components in their recreation programs with special populations with particular focus given to characteristics associated with multicultural learning strategies and multicultural recreational

professionals. Two main conceptual areas that emerged from the data were (a) structural concerns and (b) a lack of understanding of earlier experiences regarding exemplary institutional management practice. The second area related specifically to the culture of the schools and hospitals (Tanner, 1998). These two areas will be further elaborated in the following sections.

Structural Concerns

The term *structure* as it is used in this study is borrowed from Bolman and Deal's (1991) definition of structure that is rooted in structural systems theory. Bolman and Deal define structure as "a pattern of the formal pattern of activities, expectations, and exchanges among resources, managers, employees, staff, customers or clients" (p. 46). The two authors contrast structural changes, which occur changes with changes in programs, with second-order changes that they argue are both more profound and more likely to achieve "breakthrough problems" case management and facility limitations were the three most frequently cited obstacles to well-ordered institutional success. All three would be considered by Bolman and Deal to be manifestations of structure in that they were challenges directly related to or caused by the overall structure of the respective programs.

Other structural issues cited by program managers in the study included the shape of the institutional incentive classes and performance in the program as well as staff development activities. The role of practitioners, program managers, parents within the school structure and parents within the hospital structure—for example, the extent to which systematic practitioners in the programs were afforded decision-making authority or decision-making authority—were structural aspects of the program organizations.

Agreement and Understanding of Multicultural/Language Factors: The Culture of the Program

Structural factors described in the previous section were often represented by a variety of factors. A number of program managers noted to view structural problems as associated with one another:

There were, however, other factors in the program that were part of what often perhaps mistakenly was termed diversity as a structural matter. That central issue of the taxonomy might best be referred to as the culture of the maintenance program. Program culture often involves a combination of the ingrained institutional norms and the beliefs of the individuals that form the population of that institution (Tinner, 1989). Extension programs with special populations vary because of the array of cultural backgrounds in the program populations that play a role in delineating institutional norms. According to Tinner (1989), the culture of a school or program delineates school participants' "attitudes, commitments, and social order" (p. 263) both as relevant to the program and as not needed.

Domestic violence was of the taxonomy included parental concerns, language training, parent and staff perceptions of multicultural program responsiveness. Domestic violence regarding these items occurred within the context of the program culture that was forged in special maintenance program settings through the education of practitioners, students, parents and programs. Often, however, the context remained invisible to participants involved in the situation (Tolman & DeCl, 1993) as was seen as a purely structural concern.

A. Description of the Taxonomy

—a taxonomy was developed from among the domains of the study (see Diagram 1).

- (1) The taxonomy focuses on the practical challenges to implementation of multicultural strategies as Florida special services settings. The taxonomy focuses on the extent where structural and cultural aspects of the programs intervene, and is detailed in the following section.

Issues of Developing Structural and Cultural Specifications

Schwartz, Green & Heyns (1988) described the history of the development of maximum program strategies as guided by practical considerations rather than student-centered educational considerations:

Throughout the previous movement it has been clear that administrative factors for outweigh educational factors in development of low schools are organized. Facility size, economy, expanding a declining pupil population, and related demographic factors are almost always the prime considerations. (p. 7)

Ballinger et al. described a danger present in any program, namely, that decisions about creating the best programs for students or adults are become decisions that are financial decisions or decisions that may be the easiest to implement. Misguided decisions can also occur in the realm of program culture. If, for example, practitioners place their own needs above those of students in determining activities taught in decisions are made by administrators far from where the client population exists, or parents demand multicultural activities at the expense of other education program activities, similar errors are likely.

It is the purpose of this research that solutions to difficulties faced by maximum program strategies that do not take into consideration both structurally-generated and culturally based factors are less likely to succeed than solutions that address both sets of factors. Thus, examination of strategies that simultaneously address

the structure and the nature of the program may provide the best opportunity to make significant positive changes in special educational programs.



Diagram 3.1: Critical Axes Related to Multicultural Program Design and Implementation

Robman and Gerli (1994) believed that administrators who made changes solely at the structural level were not likely to foster fundamental change within the organization. The authors suggest that organizational leaders develop the ability to think among four domains - the technical systems perspective, the human relations perspective, the political perspective, and the symbolic or cultural perspective. Their call for an ability to maneuver within an organizational context often marked by "conceptual pluralism" is

exemplified by the language's focus on program managers' perceptions of obstacles that exist in the context of both structural and cultural related constraints. It is argued by the researcher that factors frequently mentioned by program managers that are both structural and cultural may hold special power for program managers seeking to improve the special education program. Indeed, if one viewed a special education program as a system, the obstacles that contain structural and cultural components provide possible leverage points for program improvement efforts (Cheng, 1990).

There were a number of categories that fell within the jurisdiction of the two scales of domains. Shared domains relating practices and inclusion of stakeholders' values varied widely from program to program. This issue was very much related to the structure of the program as determined by administrative decisions but was in turn influenced by the type of population that these programs contain.

Another example that existed in the context of the two taxonomies emanates from the program managers' definitions of multicultural practices or orientations. Multicultural practices were often perceived by program managers as a set of particular objectives, and thus could be categorized as a structural entity. Professional orientations about multicultural education practices were particular to each program due to the set of multicultural values contained within each program and ways that the various program populations influenced each program's professional goals and priorities.

What might be the most critical element in determining the success of multicultural initiatives in special education programs, however, was the number or frequency orientation. Unintentional practitioners were most by some program managers as obstacles to success, while in other cases, skilled practitioners created

challenges of the program through what relationships proved out of an infancy or stages of. Practitioners' influence and training, and their willingness or reluctance to work together were central aspects of the numerous practitioners' role in shaping program culture.

When program managers chose to move out of the classroom in their special education programs, they focused on the theme of a factors practitioner relationships, teamwork and cooperation amongst clients and practitioners, and the manner in which students from various cultures lived and worked together in the programs. It is noteworthy that the same obstacles were structurally based and the main focus on program were culturally based. In the recommendations for practitioners, changes in decision making structures, the role of the practitioner within the program and efforts at staff development will be the focus of the recommendations. While it may perhaps be easier to address structure and/or program culture issues individually from the perspective of financial stability or short-term improvement, it is believed that changes in practitioners working and changes in decision making practices within programs can, when perceived as being in concert, create a new set of relationships that might fundamentally alter both the structure and culture of education programs with special populations.

Recommendations for Practitioners

Introduction to Recommendations

The recommendations listed below are based on the data received from program managers and practitioner interviews and questionnaires. The recommendations are

derived from the research-questions that guided the study, and the recommendations are made within the previously delineated limitations of the study.

Recommendations for practice over an special recreation program settings must contain an awareness of the flexible nature of practitioners and program managers where a 12% turnover of staff is the norm. The recommendations are designed, however, to offer program managers point of leverage within both the structure and the culture of the programs which might maintain the potential for program change in special recreation programs. Ultimately, however, it is up to each administrator to decide what types of strategies would work best given the complex realities present at a given site.

Recommendations

The following list represents a summary of recommendations to practitioners. The recommendations are based on the findings of this study.

1. It is recommended that program managers make every effort to dedicate a space and time for practitioners to plan and to hold meetings to discuss students' potentials and their programs and to meet with students, parents and caregivers.
2. It is recommended that program managers become dedicated to increasing communication within the special recreation community and to work to develop ongoing multicultural learning opportunities for practitioners, program managers, students, parents and parents.
3. It is recommended that program managers strive to develop practitioner networks both via the Internet and through regularly scheduled programs.

exists in order to begin a learning community in which practitioners both educate and gain knowledge from one another across program settings.

4. It is recommended that all staff members in special recreation programs receive staff development to increase awareness of multicultural learning styles.
5. It is recommended that all staff members in special recreation programs receive staff development to increase awareness of multicultural recreational preferences.
6. It is recommended that all staff members in special recreation programs receive staff development to increase awareness of their role in providing interdisciplinary biological strategies with Limited English Proficient (LEP) students and parents (SLIP's).
7. It is recommended that translators be utilized who will be able to develop an on-going relationship with the program.
8. It is recommended that there be improved relations, by practitioners in special recreation programs of multicultural networks.
9. It is recommended that programs develop increased partnerships with programs that translate the life span in order to share best professional practices and address program concerns.

Discussion of Recommendations for Practitioners

1. It is recommended that program managers make every effort to define a space and time for practitioners to hold meetings, to discuss clients and their projects and to meet with clients and/or parents.

One program culture issue that was raised by program managers involved the readiness among some teachers to value their own individual planning periods more than common planning activities. Teacher readiness is a phenomenon that is firmly rooted in the history of American teaching where teachers' classrooms were their territory and the relationships with students were the source of their professional satisfaction (Lortie 1971). Program managers must work with practitioners to "own" (McDonald 1994) the program to increase the potential number of educational conversations among practitioners that focus on multicultural learning styles and multicultural recreational participation.

2. It is recommended that program leaders dedicated to increasing participation within the special recreation community and to work to develop ongoing multicultural learning experiences for practitioners, program managers, students' parents and parents.

In order to maximize the possibility of such an occurrence:

- It is further recommended that program managers strive to maximize the number of decision makers and their level of decision making authority throughout the program.

The "leadership density" (Sergiovanni & Moeck, 1983) was program increased as the number of practitioners involved in the decision making team. A few programs increased their "leadership density" through including clients or parents in a variety of decision making situations and in designing cultural programs for clients. In addition, program leaders saw the importance of keeping parents informed and seeking their knowledge for important program decisions. Parents can be important bridge builders between the recreational community and the larger community in which it exists. Stakeholders have much to give and much to gain through building up between program and community. Clients have much to gain from practitioners' extended focus on

developing multicultural recreational programs and replicate recreational programs dedicated to the needs of their diverse program populations.

Development of a collaborative culture in the program was deemed essential for engendering risk-taking and cooperation among practitioners. As previously detailed in the literature, program manager support of shared decision making and collaboration were determined to be critical to increasing outcomes for their students (Rasmussen, 1994; Verlage et al. 1997).

Development of Practitioner Networks

A number of experienced practitioners cited the importance of increasing the scope and depth of recreational conversations occurring both within the program and between programs. While the above recommendations focused on multicultural recreational activities within the program:

3. It is recommended that program managers strive to develop practitioner networks both via the internet and through regularly scheduled program visits in order to forge a learning community in which practitioners both educate and gain knowledge from one another across program settings.

McDonald (1996) referred to the process of within program networking as "weaving" and the forging of ongoing inter-program connections as "knitting." Both attempts to design continuing opportunities to meet with recreation practitioners and experts in specific areas outside of the program often lead to new perspectives on specific student work and professional recreational practice.

Organizations such as FARPED can create ideal places to help forge such a network among recreation practitioners in Florida. The development of practitioner networking activities would be a logical outgrowth of special assistance practitioners

strong, but process strong FAIRPERD, AARPERD, USABA, and USCFAA.

conclusion: national

Staff Development

Program managers' perceptions on what constituted a factors staff development varied from program to program. Most program managers sought to design cost effective and focused professional learning initiatives. It became increasingly clear, however, that while a few multicultural development initiatives were occurring in some programs, there were many practitioners who were not aware of many key aspects of multicultural learning styles and vocational preferences. During one program visit, an informed conversation between two adapted physical education teachers related whether even 10% of recreation practitioners had a clear conception of the implementation of multicultural variables in special recreation programs. There were many programs where practitioners did not share a common multicultural vocational vision.

4. It is recommended that all staff members in special recreation programs receive staff development to increase awareness of multicultural learning styles.

The development of multicultural learning styles in special recreation programs, when offered in systematically, addressed the learning needs of clients and produces high levels of student achievement (Rudick, 1999). Training must be constantly updated, particularly in recreation settings where turnover is high.

5. It is recommended that all staff members in special recreation programs receive staff development to increase awareness of multicultural vocational preferences.

There was evidence of the perpetuation of stereotypes about multicultural vocational preferences that prevented clients from realizing their full vocational

potential. Such assumptions can be significantly reduced if all practitioners in special educational programs were to gain a deeper understanding of exemplary multicultural curricular practices. Exemplary practices are being developed and implemented in various Florida areas.

6. It is recommended that all staff members in special education programs receive staff development to increase awareness of how to incorporate interdisciplinary bilingual strategies with Limited English Proficient Students and programs (LEP) (c).

The increasing numbers of limited English speakers in many programs suggest the need for workshops to train practitioners in bilingual EBCL teaching strategies. Special educational programs offer a unique opportunity to apply techniques such as those incorporated and contextualized skills advocated by Cummins (1984).

7. It is recommended that consultants be utilized who will be able to develop an on going relationship with the program.

Visits from consultants who were able to return specifically to programs were considered by some program managers to have the potential to be successful events for the development of multicultural initiatives. This may be due to the importance of developing a shared vision of multicultural learning styles and other best practices and an awareness on the part of consultants about the content of programs and the complexity of the barriers that practitioners must overcome to develop exemplary multicultural programs.

Consultants should be fairly aware of the constraints and complications in special educational programs as they prepare to assist practitioners in issues related to curriculum across programs. They should also be aware of the many different decision making models that exist in Florida programs. For example, in some cases the parents

are regarded as team partners with teachers and these teams play a role in decision making. In other programs, program managers work together from positions as team decision makers. Consultants should focus on helping service providers and complex cultural understandings and perceptions present in special education settings. Consultants should also allow time for reflection and dialogue among stakeholders to take place during their visits.

4. It is recommended that there be improved utilization, by practitioners in special education programs of multicultural resources.

Working out in the plethora of multicultural organizations that exist allow practitioners to encounter and apply the rich variety of resources, talent and insights that these organizations contain and may serve to enhance and expand the individual and opportunities available for practitioners to utilize in their special education settings.

5. It is recommended that programs develop increased partnerships with programs that transition the life span in order to share best professional practices and enhance program outcomes.

Many members of special programs receive no programs across the life span. Expanded efforts to visit them and help them transition across school settings to post school programs increase the potential for providing them with rich, meaningful multicultural educational opportunities throughout their lives. *Report (1997)*

Summary

There have been a number of developments documented in this study regarding the structure of service programs with special populations in Florida. However, current data show little evidence of the development of multicultural variables in these programs. Changes were noted in the utilization of some multicultural activities and the provision of some in-service training and awareness of the development of shared vision

and experimental educational activities. The recommendations for practitioners take into account the influence of factors that often create challenges to program managers efforts to implement multicultural components in their special education programs.

Recommendations for Future Research

The following section includes a series of recommendations for further research. Research recommendations either directly or indirectly follow from the research reported in this dissertation.

A series of case studies should be developed and disseminated to offer program managers in the Florida region detailed, tangible descriptions of exemplary practices and methods to overcome shared obstacles to implementation of multicultural educational outcomes. Descriptive case studies could document various examples of multicultural successes so that program managers could have blueprints for change efforts in their programs. Best-case studies could be developed as action research projects by practitioners (or program managers) or by researchers in partnership with program stakeholders.

The process of designing and implementing an effective multicultural educational program includes participation by a variety of stakeholders including high-level administrators, program managers, practitioners, clients and parents. This study was limited by the fact that primarily program manager and practitioner perspectives were included. Similar research which incorporates more client, parent, and higher level administrative perspectives of multicultural outcomes and needs would provide more complete information for professionals striving to design and implement exemplary multicultural practices in special education settings.

Qualitative studies should also be undertaken in Florida programs with large immigrant and transnational populations in order to gain a richer understanding of definitions of multicultural education in such accustomed settings. It is particularly important to practitioners to learn if definitions of multiculturalism and community in Florida recreation settings are becoming more global in awareness.

Conclusion

As programs develop during the 21st century leaders in Florida special recreation programs have begun to focus on the multicultural needs of participants in their programs. There are special recreation practitioners who are struggling to implement multicultural variables in their programs, and some who strongly value some aspects of multicultural learning styles and recreational products. Practitioners whose goals are transcultural and antiracism in scope and substance can value multicultural recreational concepts or models to enrich their accustomed programs for best recreational practice with special populations.

The programs are increasingly multicultural using protocols for modeling intercultural communication. Practitioners at these programs then purposefully work to identify organizational cultural and structural barriers to a diverse multicultural recreational practice and also work toward improving both organizational and intersystem cooperation. They provide practitioners with valuable lessons for recreation in the 21st century. Florida special recreation programs today represent the leading edge of multicultural minorities of populations that most increasingly entered the United States: workers whose ethnic diversity and transnational migration are increasing, and whose citizenship will be an increasingly critical skill.

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APPENDIX A

First Cover Letter Informed Consent Letter

Dear Participant,

My name is John Chamberlain and I am a Lecturer in Communication Processes at the University of Florida. I am currently doing research as part of a doctoral dissertation study.

The research consists in distributing questionnaires which will be filled in anonymously. Additionally, as a follow up procedure I will ask for volunteers who would be willing to be interviewed. In either filling out the questionnaire or being interviewed you will participate in a research project which is approved by the University of Florida.

If at any time you have any questions about the procedure you can reach me at the Center for Written and Oral Communication (Box 115003) The University of Florida, Gainesville, FL 32611. My office phone number is 352-392-5621.

If you have any questions about your rights as a research participant you can also contact the University of Florida Internal Review Board office at Box 115050 The University of Florida, Gainesville, FL 32611-5250.

Please be aware that you can withdraw from the questionnaire or the interview at any time without consequence. This is purely a voluntary process as no compensation is provided. Filling out the questionnaire should take about 10 minutes and participating in an interview about 1 hour. Your identity will be protected to the extent provided by law. Again I thank you for agreeing to participate in this process.

Sincerely,

John Chamberlain

I have read the procedure described above. I agree to participate in the procedure and I have understood every part of this description.

Participant Signature

Principal Investigator Signature

Witness

APPENDIX B

Page 1

Multicultural Issues Assessment Survey - Florida

GENERAL INFORMATION

Name (optional): _____ Title: _____

Name of Program: _____ Current Institution: _____

Email Address: _____

Reported affiliation(s) if any: _____

MULTICULTURAL LEARNING STYLES

1. Please indicate by an x if you are familiar with the multicultural learning styles or practices identified for different multicultural segments of Florida's population.

ASIAN-AMERICANS

- _____ tend to be fairly independent learners.
- _____ tend to be group oriented.
- _____ may indicate respect for professionals by not looking directly at the professional when they are addressed.
- _____ often are viewed because of high, performance expectations of parents.
- _____ often seen as a model minority by professionals and are expected to perform better.

AFRICAN-AMERICANS

- _____ tend to have a fairly consistent change of focus and interest.
- _____ tend to seek professional or peer assistance more frequently.
- _____ tend to attend events more often.
- _____ tend to prefer personalized learning approaches.
- _____ tend to be more active, vocalized and persistent in communication processes.

NATIVE AMERICANS

- ☐ tend to be field independent learners
- ☐ tend to learn better through directly observing professionals do tasks
- ☐ tend to prefer group-oriented rather than individual learning
- ☐ tend to avoid demanding but highly personalized instruction
- ☐ tend to ask questions less than mainstream population members and thus receive less praise for their achievements

HISPANIC AMERICANS

- ☐ tend to be field-dependent learners
- ☐ tend to be group-oriented
- ☐ tend to be given shorter tasks to answer questions that demonstrate population members
- ☐ children in these cultures are not expected to be information givers and are seldom asked direct questions
- ☐ tend to prefer personalized learning situations

MULTICULTURAL EDUCATION PREFERENCES

1. Please indicate by an x if you are familiar with these multicultural education preferences or practices for different multicultural segments of Florida's population:

ASIAN-AMERICANS

- ☐ tend to enjoy martial arts
- ☐ tend to like tennis
- ☐ tend to prefer exercise systems like yoga
- ☐ tend to enjoy soccer
- ☐ tend to like games of chance and gambling

AFRICAN-AMERICANS

- _____ tend to like most types of group ball-playing
- _____ tend to enjoy other music and dance
- _____ tend to like activities closely related to home, family and community such as
paradeing and hula-hoopng
- _____ tend to prefer group activities
- _____ tend to witness leisure patterns-sometimes such as a freedom for games of
chance and gambling

HAITIAN-AMERICANS

- _____ tend to enjoy outdoor recreation such as boating, fishing and forest
carnival skills
- _____ tend to enjoy basketball, baseball and volleyball
- _____ tend to like traditional ball- and craft-making
- _____ tend to enjoy music, American dance and love to participate in ritual
processions focusing on dance and music
- _____ tend to enjoy various types of woodcraft art

HISPANIC-AMERICANS

- _____ tend to prefer baseball and basketball to football
- _____ tend to enjoy fishing
- _____ have a great freedom for Latin music and dance and events related to
cultural festivals.
- _____ tend to prefer family and group-persons
- _____ tend to enjoy home using events and rituals

APPENDIX C

Follow-up Letter

Dear Fellow FAHPED Member,

I am wondering if you might be able to fill out a survey for me and return it in the envelope provided.

I am currently conducting research with a fellow faculty member, at the University of Florida, Dr. Chris Skopka on a grant to provide training in multicultural components and special education programs for a physical education teacher training program.

Part of this research is connected with my doctoral dissertation as well. If you could take the time to fill in these forms anonymously and return them to me, it would be deeply appreciated.

Sincerely,

John Chamberlain

APPENDIX D

Interview Questions

Florida Multicultural Learning Styles and Recreation Choices

John Chamberlain
October/December 2005
John.Chamberlain@univofla.edu
(813) 981-8411

1. What is the training, cultural background and professional background of yourself as a recreation?
2. What training, course work or understanding do you have of the learning styles found in Asian-American, Native-American, African American and Hispanic American populations?
3. What training, coursework or understanding do you have of the recreational choices found in Asian American, Native American, African American and Hispanic American populations?
4. Describe efforts to implement these multicultural variables in your recreation program. What type of shared values exist?
5. What is the administrative structure of your recreation program and what kind of results do your program managers display toward implementing multicultural variables in your program?
6. What kind of institutional barriers do you see toward the implementation of multicultural variables in your recreation program?
7. How would you feel about workshops providing in-service training in multicultural education and approaches to your staff? In what ways do you currently provide multicultural education to your staff?
8. What kind of financial constraints do you see as limiting or providing opportunities to your recreation program?
9. Does your program have a distinct identity in relation to the overall organization of your facility?
10. What other kinds of observations or insights would you like to share about multicultural issues with special populations in your program?

BIOGRAPHICAL SKETCH

John Chamberlain is a native of Sarasota, Florida. He received a B.S. in Social Science and Speech from Eastern Michigan University in 1971 and an M.A. in Speech and Drama from Central Michigan University in 1973, an M.A. in Information and Media Science from the University of South Florida in 1980 and a Specialist in Education from Central Michigan University in 1983.

Mr. Chamberlain taught elementary education and special education in Florida, Texas and Germany from 1973 to 1983. He then began teaching at the community college level in Florida from 1983 to 1989. He joined the faculty of the University of Florida in 1989.

While at the University of Florida, Mr. Chamberlain has worked with Dr. Christine Boyd Steple in the College of Health and Human Performance on various grants to provide advanced training in multicultural education and communication. He also teaches graduate courses in communication for the College of Business and chairs the communication program in the College of Liberal Arts and Sciences.

Mr. Chamberlain also supervises the elementary education teacher internship program for St. Leo University in their two-semester program located at Santa Fe Community College in Gainesville, Florida. Upon completion of the dissertation, Mr. Chamberlain will continue in the Center for Women and Oral Communication and teaching at the University of Florida.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate in scope and quality, as a dissertation for the degree of Doctor of Education



Clement L. Holliman, Co-Chair
Professor of Teaching and Learning

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate in scope and quality, as a dissertation for the degree of Doctor of Education



Mary G. Karamanis, Co-Chair
Professor of Teaching and Learning

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate in scope and quality, as a dissertation for the degree of Doctor of Education



Robert M. Richard
Associate Professor, Recreation, Parks and Tourism

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate in scope and quality, as a dissertation for the degree of Doctor of Education



Cary L. Richard
Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate in scope and quality, as a dissertation for the degree of Doctor of Education



Christine Boyd Wright
Associate Professor, Exercise and Sport Sciences

This document was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education

April, 2004


Dean, College of Education

Dean, Graduate School